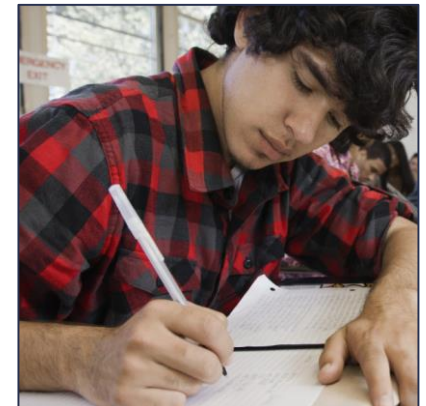
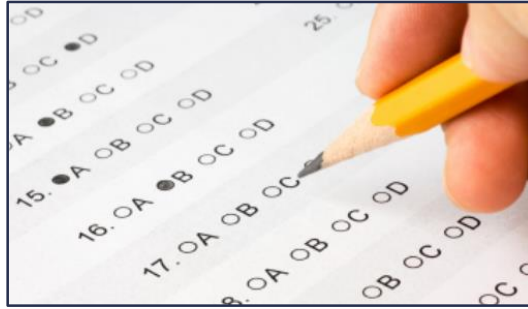


# Assessment & Accountability in Utah 1990-2016



Jo Ellen Shaeffer, Ed.D, Director of  
Assessment and Accountability ,

Rich Nye, Ph.D, Interim Deputy  
Superintendent of Assessment and  
Accountability



# Lessons from the Past



- ✓ Horace Mann introduced comprehensive assessment in schools in 1845, controversy and criticism followed due to poor test results. Testing was used to identify students for factory or university; it modeled the efficient factory methods of Henry Ford – “the test should be easy, cheap, and work for everyone.”
- ✓ Early IQ Tests were developed for the U.S. Army as a way to decide the career path of new recruits.
- ✓ Today’s testing measures both broad abilities and more specific knowledge, understanding and reasoning aligned to standards.
- ✓ Testing in public education is now universal and can yield essential, valuable knowledge about student and school performance.

1990

1995

2000

2005

2010

2015

2020

# Testing in Utah

- Quality assessments provide results inform a range of decisions at the classroom, district, and state levels:
- **Teachers** use short term and medium assessments to identify gaps in student learning and adjust instruction;
- **Students and parents** use medium and long term assessments to check mastery of key learning targets;
- **State and local leaders** use results to make important policy decisions, like where and how to invest in Utah schools and how to hold schools accountable for the outcomes of those investments.

✓ **1992**-National Normed Referenced tests

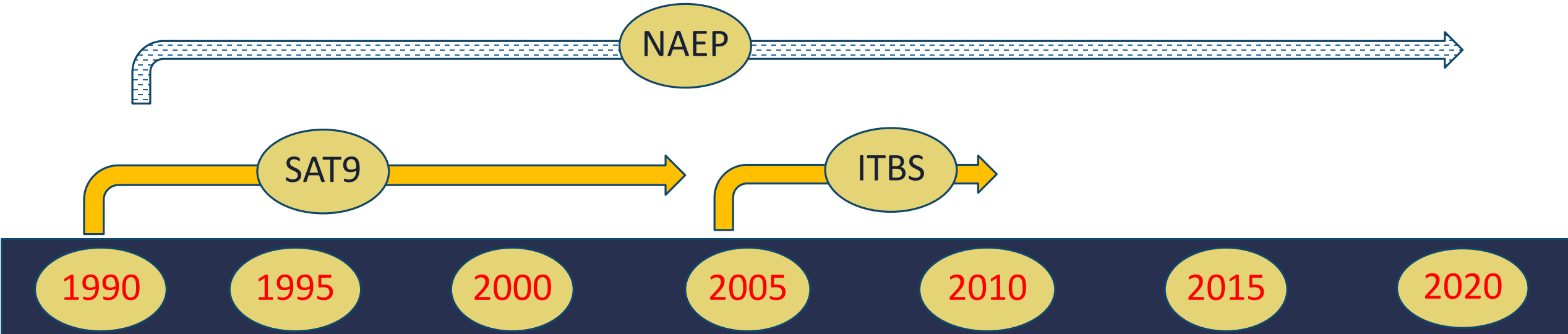
✓ **1999**-Criterion Referenced Tests

✓ **1999**-Targeted Population Assessments

✓ **2009**-Additional Secondary Assessments

✓ **2008**-Pilot Online Assessments

✓ **2014**-Computer Adaptive Testing of Criterion Referenced Assessments



# National Normed Referenced Tests in Utah

- SAT9** Stanford Achievement Test
- ITBS** Iowa Test of Basic Skills
- NAEP** National Assessment of Education Progress

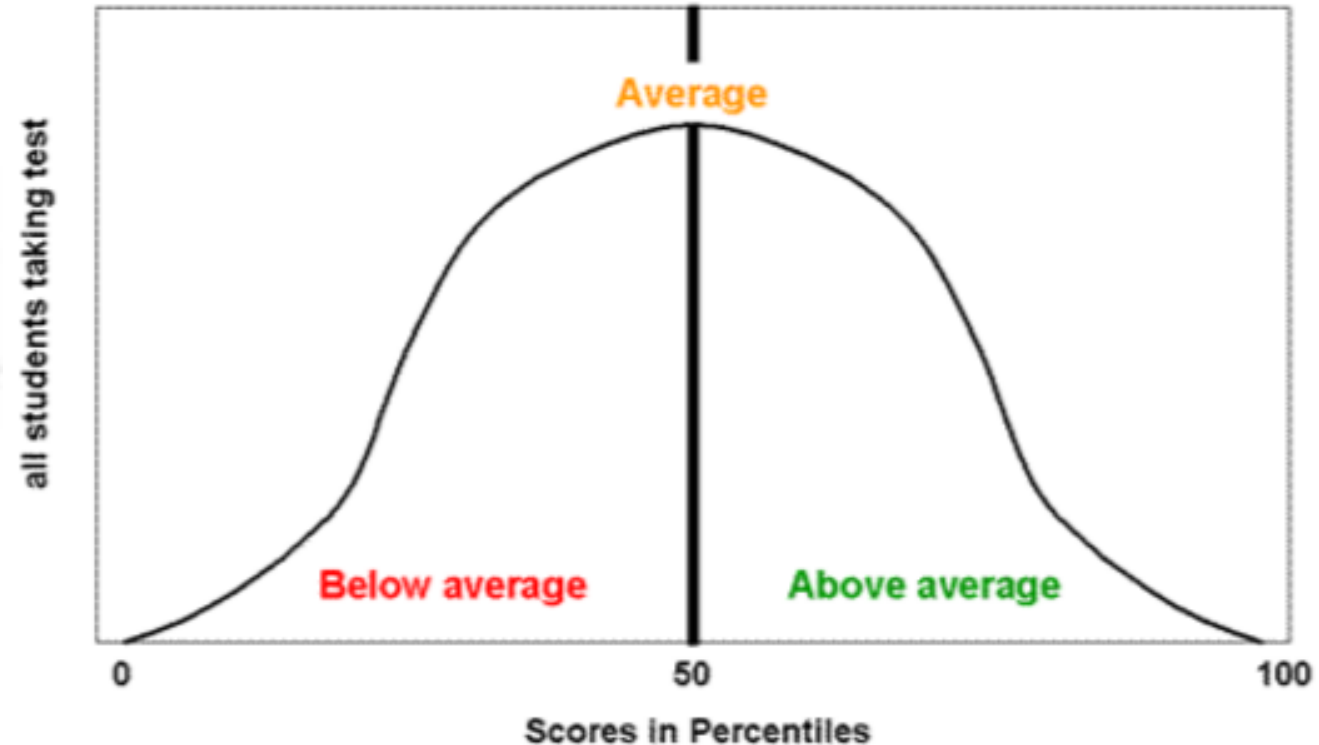
# National Norm Referenced Assessments

- The primary goal is to provide information to assist educators in improving teaching. Based on a percentile rank, the scores indicate how well students perform in tested subjects compared to a national norm group of students.



## The Bell Curve

Norm-referenced Tests (NRTs) are designed to compare student performance to other students



# National Norm Referenced Assessments

<i><b>National Norm Referenced Assessments</b></i>	<i><b>Grade level Population</b></i>	<i><b>Subject Area</b></i>	<i><b>First Year Administered</b></i>	<i><b>Last Year Administered</b></i>
<b>SAT9</b>	<b>3,5,8,11</b>	<b>Reading, Math, Science</b>	1990	2004
<b>ITBS/ITED</b>	<b>3,5,8,11</b>	<b>Reading, Math, Science</b>	2005	2010
<b>NAEP</b>	<b>selected sample 4,8</b>	<b>Reading, Math</b>	1992	2016

- 1990 General Session HB321

# Utah's Participation in Norm Referenced Testing

## STANFORD ACHIEVEMENT TEST (SAT9) (1990-2004)

- Published in 1926, the SAT is a norm referenced test that compares student performance on the test to the performance of a sample of students of the same age group and age. SAT-9 was the 9<sup>th</sup> version.
- It should not be confused with the SAT which was developed by the College Board and is utilized for college admission.
- The SAT-9 was normed in 1995. The norming group included 33% of students from private schools, 28% of students eligible for free or reduced lunch, 25% of students from urban districts, and 1.8% English Language Learners.
- It was administered in the Fall to grades 2, 5, 8 and 11.

## IOWA TEST OF BASIC SKILLS (ITBS) (2005-2010)

- The ITBS was a norm referenced tests developed at the University of Iowa that have been administered since 1935.
- It provided information to assist educators in improving teaching. Based on a percentile rank, the scores indicate how well students perform in tested subjects compared to a national norm group of students.
- Utah administered these assessments to grades 3, 5, 8 and 11.
- These tests assess Reading, Language Arts, Math, Social Studies and Science via multiple choice items. A Composite score represents all content assessed.
- ***USOE switched from the SAT-9 in 2005 to the ITBS/ITED because the latter were significantly less expensive and took about one-half of the time to complete.***

- **1990 General Session HB321**

# National Assessment of Educational Progress (NAEP)

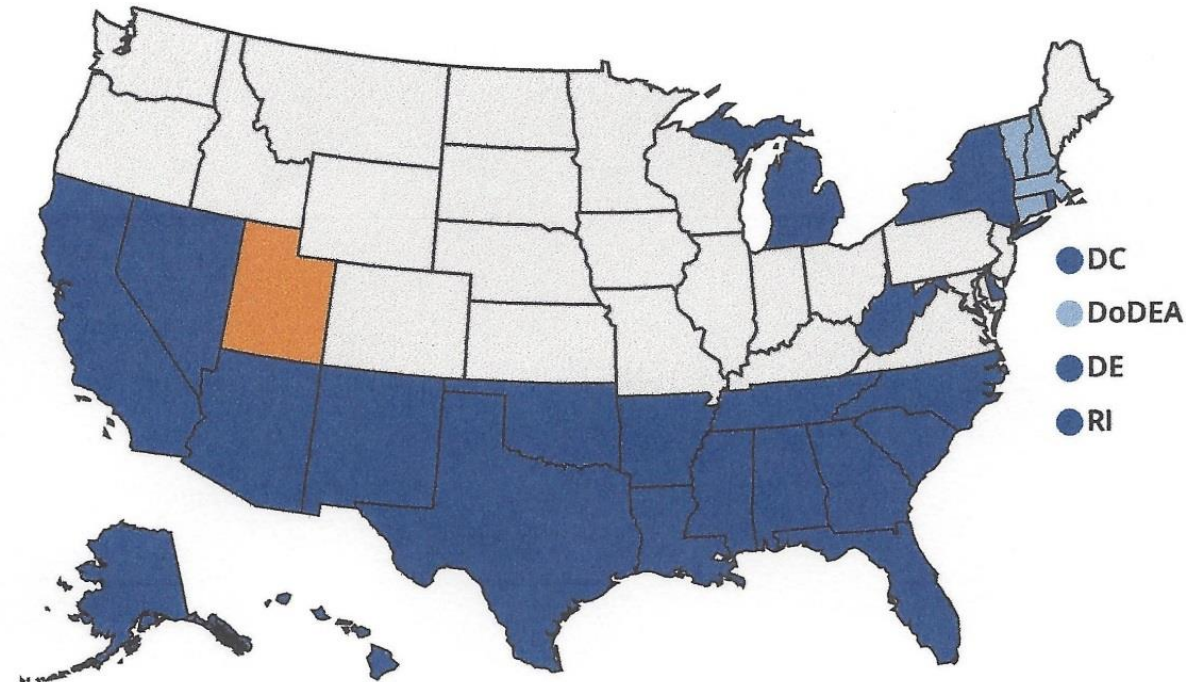
(1992 to present)

- The National Assessment of Educational Progress (NAEP), often referred to as the Nation's Report Card, is the only nationally representative and continuing assessment of what America's students know and can do in core subjects such as Reading and Mathematics.
- NAEP measures student achievement using multiple-choice, short constructed response, and extended constructed response questions.
- NAEP assesses a representative sample of 4<sup>th</sup> and 8<sup>th</sup> grade students from each state in Reading and Mathematics every other year.
- NAEP also periodically tests 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grade students in other subjects such as Science, Writing, Civics, and Geography.

*National Assessment of Educational Progress Authorization Act, cited below, can be found in the Education Sciences Reform Act of 2002, Public Law 107-279 Title III, section 303, available on the web at <http://www.nagb.org/who-we-are/naep-law.htm>.*

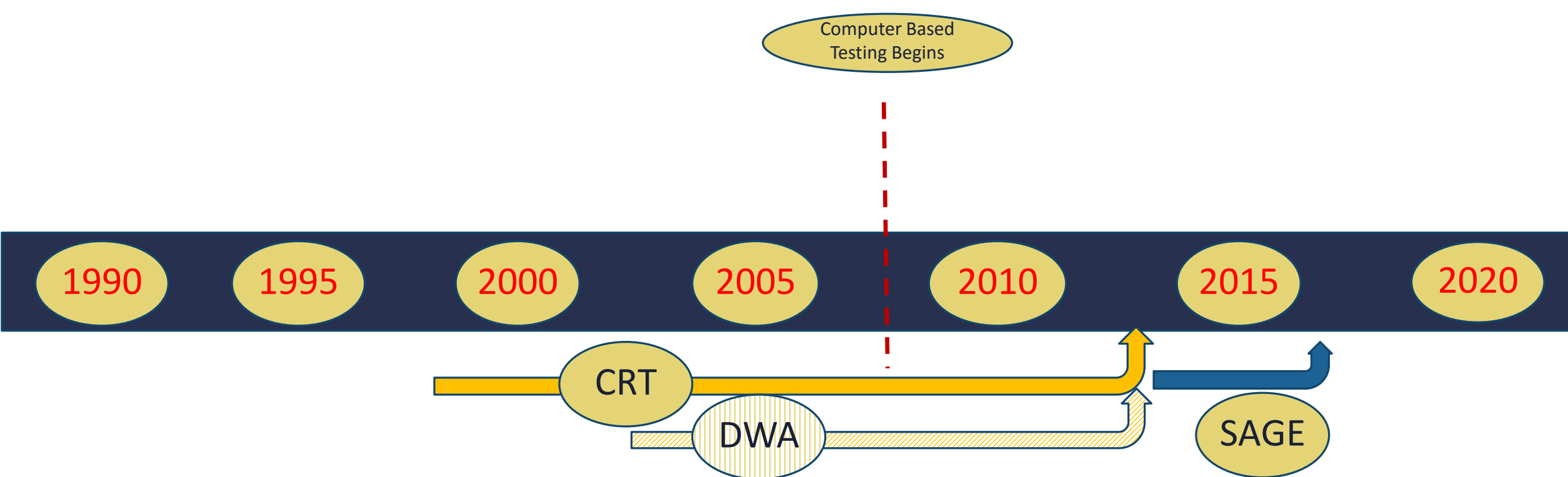
# NAEP Sample Results – 8<sup>th</sup> Grade Reading

Compare the Average Score in 2015 to Other States/Jurisdictions



In 2015, the average score in Utah (269) was

- lower than those in 5 states/jurisdictions
- higher than those in 23 states/jurisdictions
- not significantly different from those in 23 states/jurisdictions



# Criterion Referenced Tests in Utah

- CRT** Utah's Criterion Referenced Tests
- DWA** Direct Writing Assessment
- SAGE** Student Assessment of Growth and Excellence

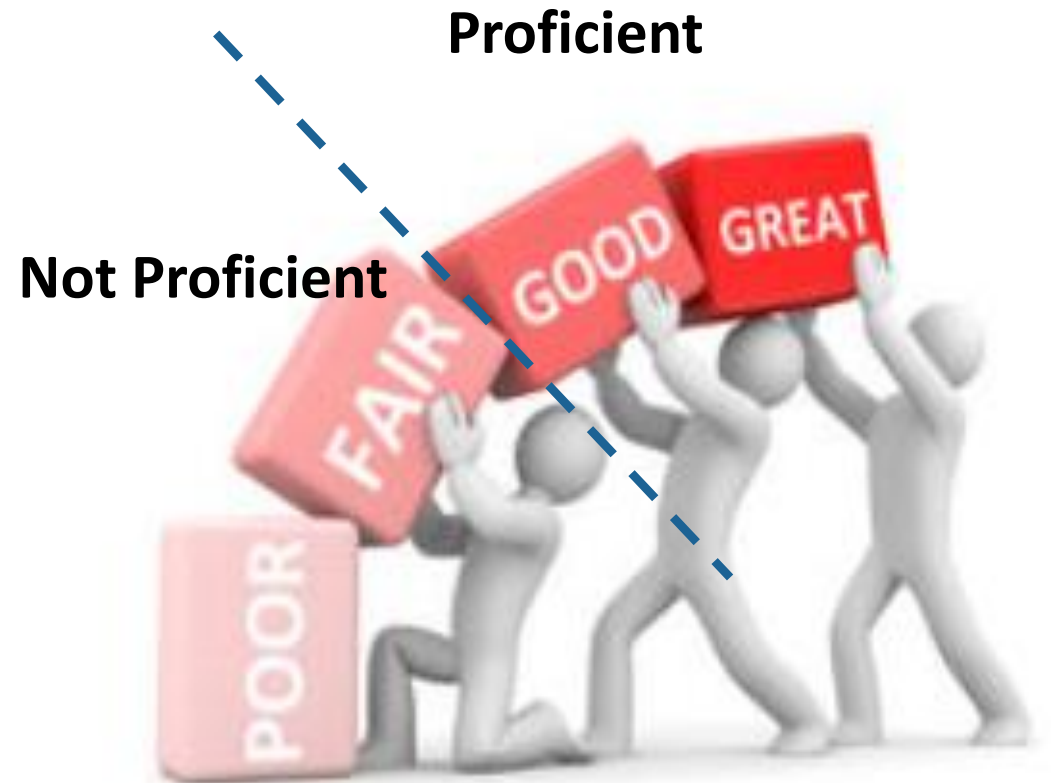
# Statewide Criterion Referenced Assessments

<i><b>Statewide Criterion Assessments</b></i>	<i><b>Grade level Population</b></i>	<i><b>Subject Area</b></i>	<i><b>First Year Administered</b></i>	<i><b>Last Year Administered</b></i>
<b>CRT</b>	<b>3-11</b>	<b>ELA, Math, Science</b>	1999	2013
<b>DWA</b>	<b>6,9 (later 5,8)</b>	<b>Writing</b>	2003	2013
<b>SAGE</b>	<b>3-11</b>	<b>ELA, Math, Science</b>	2014	2016

- 1999 General Session HB 33, HB 144 (CRT)
- 2000 General Session HB 177 Writing (DWA)

# CRITERION REFERENCED TESTS

- Criterion-Referenced Tests assess the knowledge, skills, and abilities of students in the areas of English Language Arts, Mathematics, and Science, as outlined in the Utah Core Standards.
- Each individual is compared with a preset standard for acceptable achievement. Below and above proficient. Any student can achieve the proficient standard.
- Student achievement is reported for the individual skills in order to target instruction.

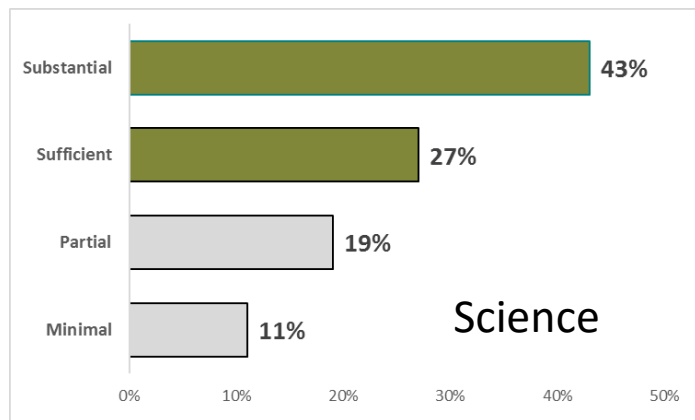
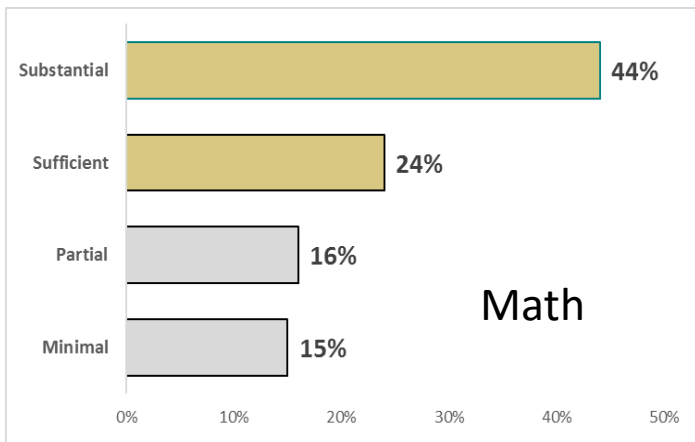
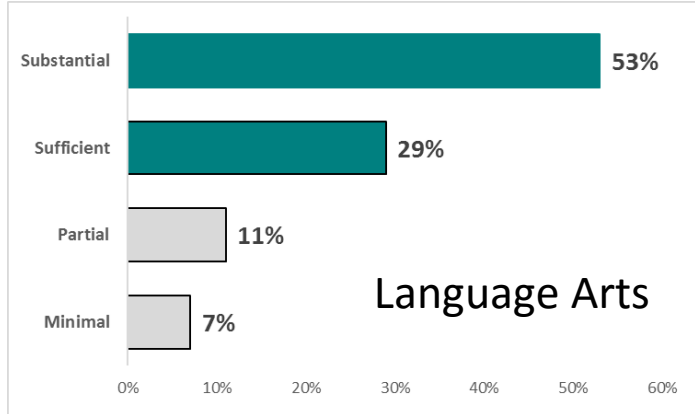


# Utah's CRT (Criterion Referenced Tests)

(1999-2013)

- The purpose of Utah's Criterion-Referenced Tests (CRT) was to assess the knowledge, skills, and abilities of students in the areas of English Language Arts, Mathematics, and Science, as outlined in the Utah Core Standards.
- CRTs were grade and subject specific tests. Students took the test that corresponded to the grade in which they were enrolled in grades 1-8.
- For secondary students, the CRTs were course specific.
  - Pre-Algebra, Geometry, Algebra I and Algebra II, Earth Science, Biology, Chemistry, and Physics.

- 1999 General Session HB 33, HB 144 (CRT)



**CRT** 2010-2011

Substantial

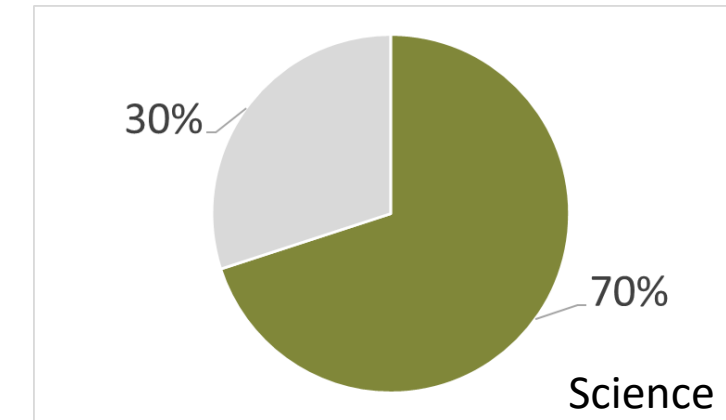
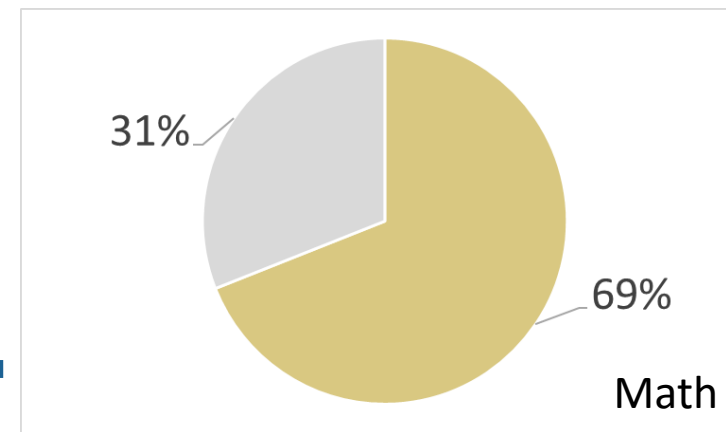
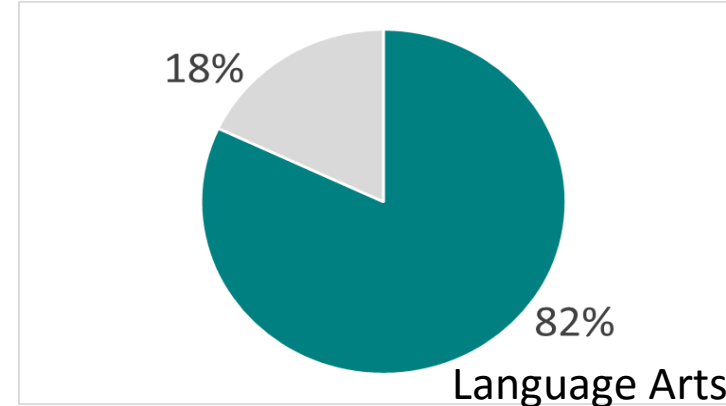
Proficient

Sufficient

Partial

Not Proficient

Minimal



- 2000 General Session HB 177

## DWA Writing Skills (2003-2013) Grades 6 and 9 (online computer scoring 2010)

### Definition of Each Writing Skill

<b>Ideas &amp; Content</b>	The response was evaluated for the clarity of the position stated by the student. Do the supporting details help develop the student's position?
<b>Organization</b>	The response was evaluated for effective organization. Did the student write an introduction and a conclusion to support the main idea? Are transitions effective?
<b>Voice</b>	The response was evaluated for effective use of voice. Does the response indicate the writer's personal involvement in the topic and an awareness of the audience?
<b>Word Choice</b>	The response was evaluated for quality of word choice. Do the selected words and phrases effectively convey the student's ideas?
<b>Sentence Fluency</b>	The response was evaluated for quality and variety of sentence structure. Does the response demonstrate both simple and complex sentence structure? Do the sentences flow together smoothly?
<b>Conventions</b>	The response was evaluated for the use of correct grammar, capitalization, punctuation, usage, spelling, and paragraphing.

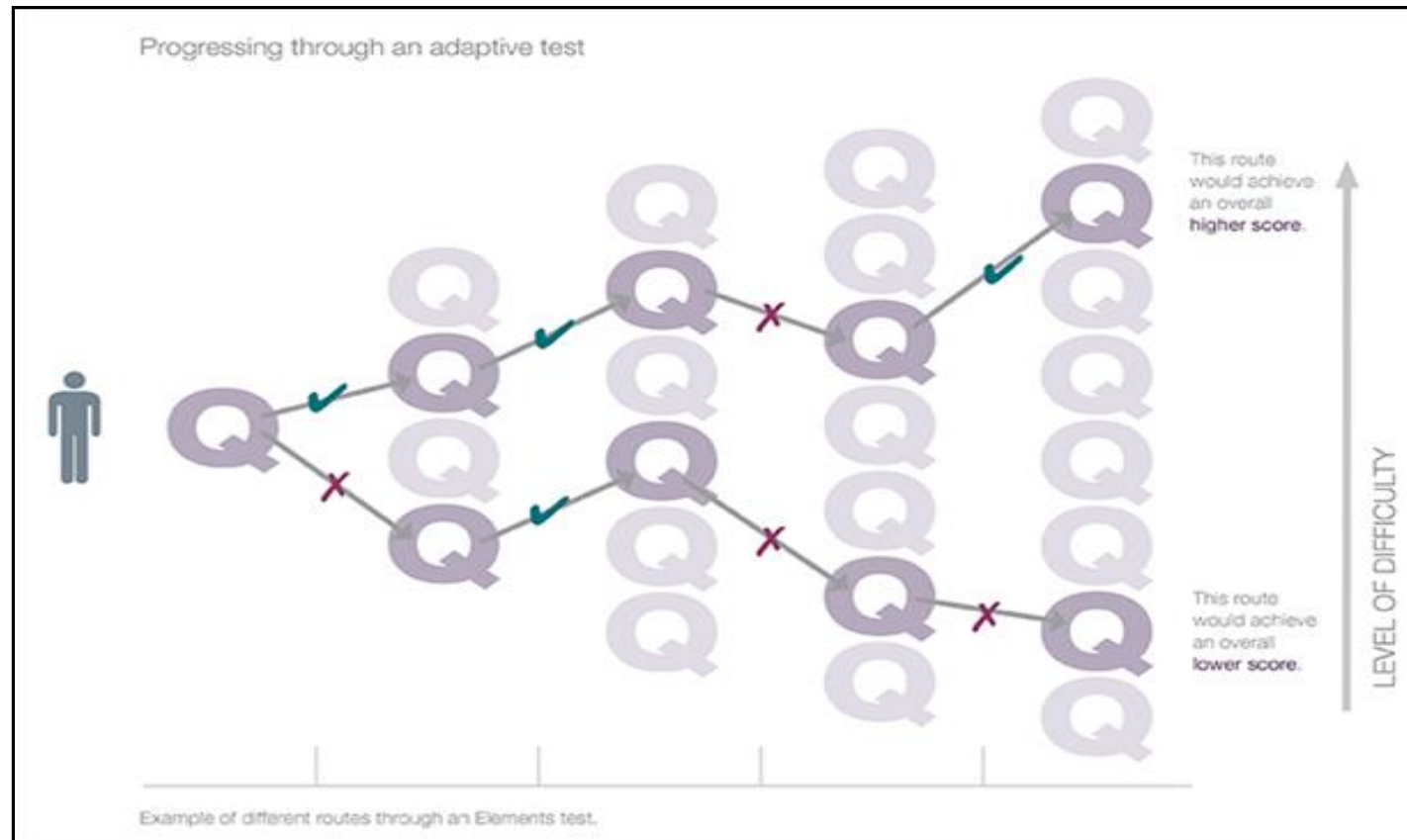
# The Path To Computer Adaptive Criterion Referenced Assessments (2007-2014)

- ✓ **2007** Governor's Blue Ribbon Panel on Assessment exploring new assessment options
- ✓ **2008-2013** Computer Adaptive Pilots
  - ✓ Online adaptive testing
  - ✓ Online writing assessments grades 4-8
  - ✓ Assessment to determine post secondary education grades 8,10,11
- ✓ **2010-2012** Utah initially participated in *Smarter Balanced Consortium* and assisted in the design of new, computer adaptive assessments.
- ✓ **2012** USBE chose to withdraw from *Smarter Balanced Consortium* to create, development, and implement Utah's own assessment System SAGE (Student Assessment of Growth and Excellence).



# What does Computer Adaptive mean?

- **Correct answers lead to more difficult questions; incorrect answers lead to less difficult questions.**



- To take a training test and see questions similar to those on SAGE, please visit:
- <http://sageportal.org/training-tests/>
- For additional information about SAGE Assessments:
- <http://schools.utah.gov/SAGE/>
- <http://sageportal.org/>

# New Assessments in Utah 2014

## NEW STANDARDS

- 2010 USBE approved new standards for ELA and Math.
- Standards are the expectations for what students should know and be able to do. They are **not** curriculum.
- Standards meet nationally and internationally competitive benchmarks.
- No set of standards are perfect, Utah routinely makes revisions for the better.
- 50% of math standards were overhauled in 2016.
- New 6-8 Utah Science standards were recently approved.

## NEW TESTS

- 2012 HB 15 required the development of Computer Adaptive Assessment system.
- 2013 USBE directed the development of SAGE (Student Assessment of Growth and Excellence).
- Was first given in 2014 for Reading, Writing, Math and Science Grades 3-11.
- SAGE is unique to Utah and developed by Utah Teachers in conjunction with our development partners.

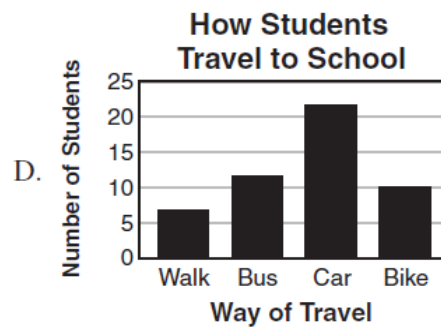
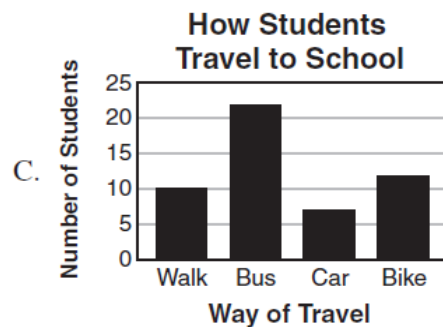
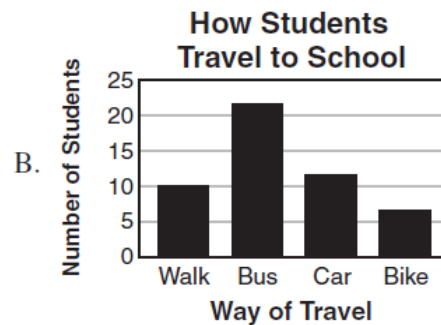
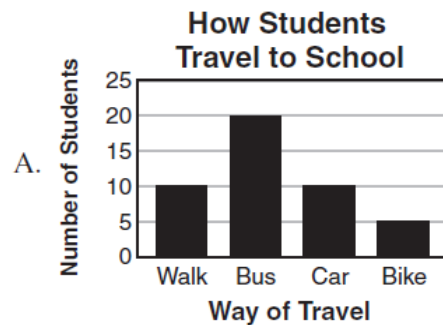
- **2010 General Session SB 16, HB 166**
- **2012 General Session HB 15**

## CRT

## SAGE

(1) Fixed form – every student has same questions	Adaptive – every student has different questions
Multiple Choice only questions	Technology based questions
Old core standards	New Utah core standards
Mostly Recall	All levels of critical thinking
Designed to determine proficiency	Measures lowest to highest performance

Which bar graph correctly shows how students travel to school?



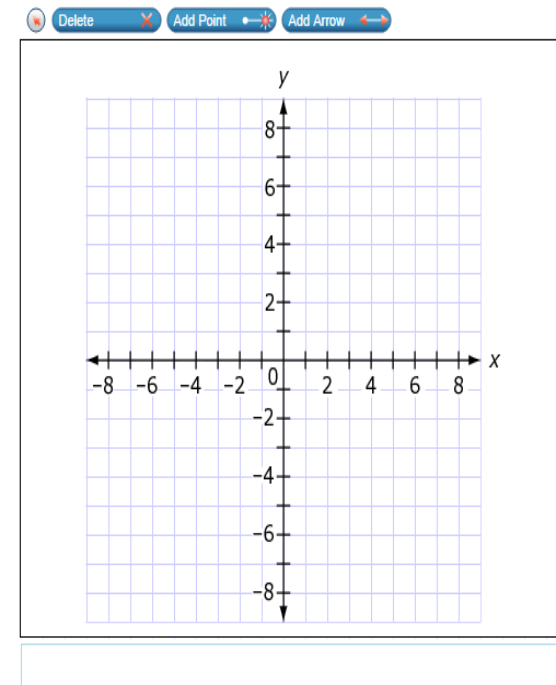
CRT

7

A linear function is represented in the table shown.

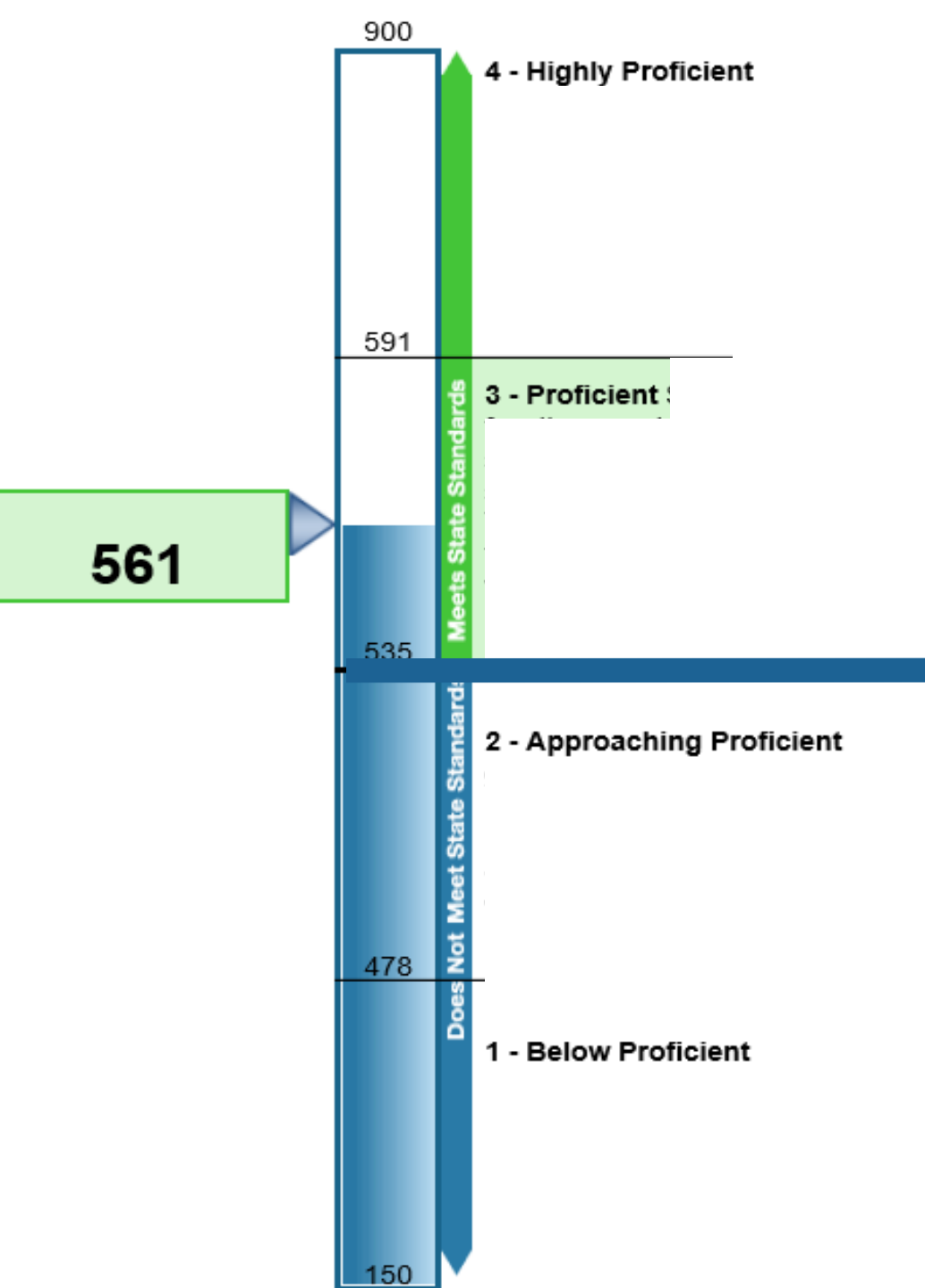
x	y
-1	-6
1	-2
3	2

Use the Add Arrow tool to draw a line on the coordinate grid that has a greater y-intercept than the function represented by the table and is perpendicular to the function  $y + \frac{1}{4}x = 2$ .

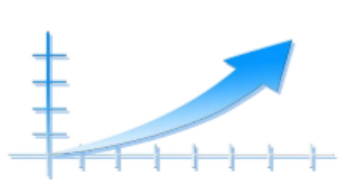


SAGE

# Understanding SAGE Scores



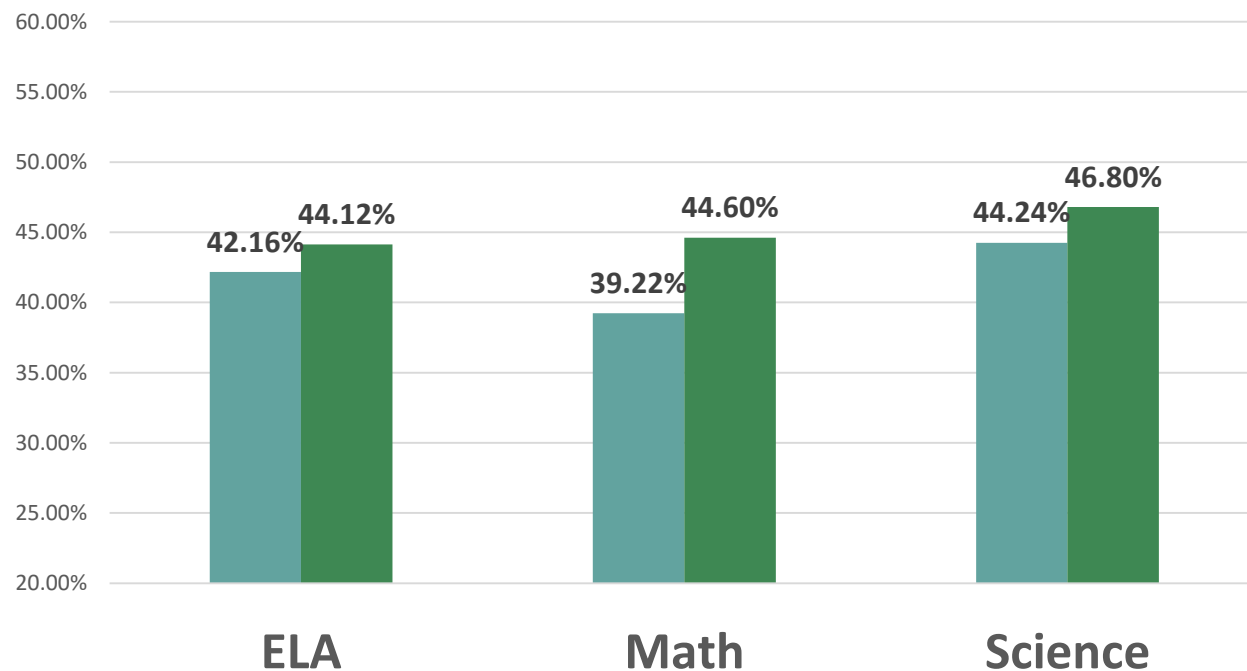
- SAGE results are reported as a **scaled score** with a **proficiency level** for each test.
- **Scaled score** represents a student's performance is reported as a number from 100-900 for each test to allow for common understanding of their meaning demonstrating growth from year to year, e.g., comparing 3<sup>rd</sup> grade ELA to 4<sup>th</sup> grade ELA for each student. These vertical scaled scores are mapped into four proficiency levels.
- **Proficiency levels** indicate progress towards College and Career Readiness (CCR) within the Utah Core Standards. While scaled scores indicate at an individual level what a student knows and is able to do, proficiency levels interpret that score into categories: Highly Proficient, Proficient, Approaching Proficient, and Below Proficient.



# Increases on SAGE Performance 2014-15

SAGE Percent Proficient

■ 2014 ■ 2015



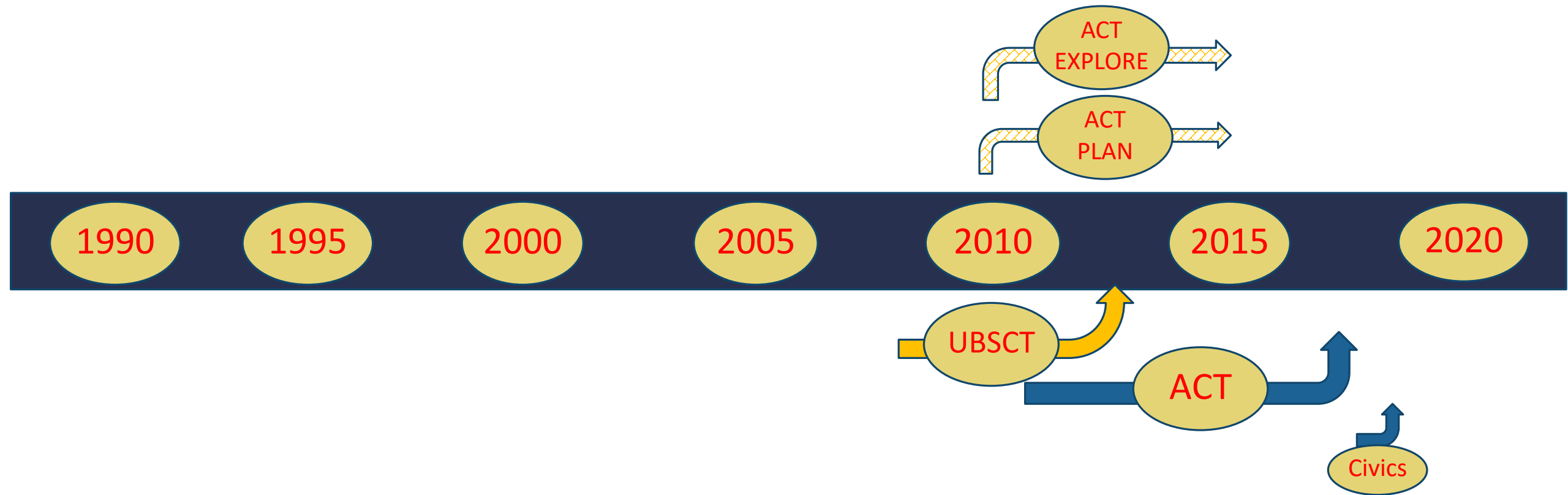
## WHAT DO WE THINK CONTRIBUTED TO THE GAINS?

- Teachers continue to focus on standards with new and innovative strategies.
- As students become more familiar with technology and new question types, the results are a better reflection of their true abilities.
- Knowledge and skills are more completely tested when students don't just pick from four answers, but can drag, drop, calculate, construct short answers, formulate essays, etc.

## SAGE Video

<http://stream.schools.utah.gov/videoarchive/assessment/SAGE/SAGE1.pdf>

# Teachers speak about SAGE



# ADDITIONAL SECONDARY ASSESSMENTS

**UBSCT** Utah Test of Basic Skills

**ACT** American College Test

**ACT EXPLORE** ACT EXPLORE (LEA voluntary)

**ACT PLAN** ACT PLAN (LEA voluntary)

**Civics**

# Additional Secondary Level Assessments

<i>Additional Secondary Level Assessments</i>	<i>Grade level Population</i>	<i>Subject Area</i>	<i>First Year Administered</i>	<i>Last Year Administered</i>
UBSCT	10 >	Reading, Writing, Math	2006	2013
ACT	Optional 11	English, Math, Reading, Science	2009	2011
ACT	All 11	English, Math, Reading, Science	2012	2016
ACT EXPLORE	8/9	English, Math, Reading, Science	2010	2015
ACT PLAN	10	English, Math, Reading, Science	2010	2015
Civics Exam	6-12	Civics	2015/16	2015/16

- 1999 General Session HB 33 UBSCT  
(not administered until 2006)
- 2013 Utah Senate Bill 175 ACT

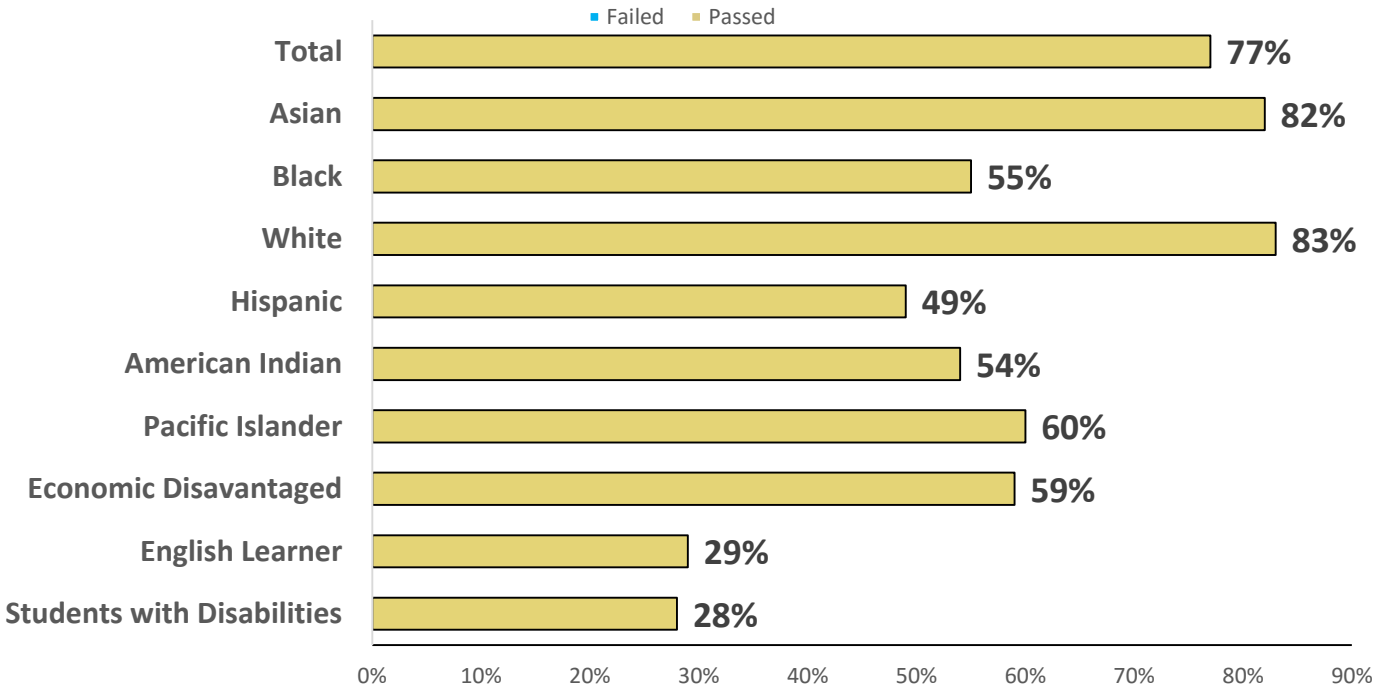
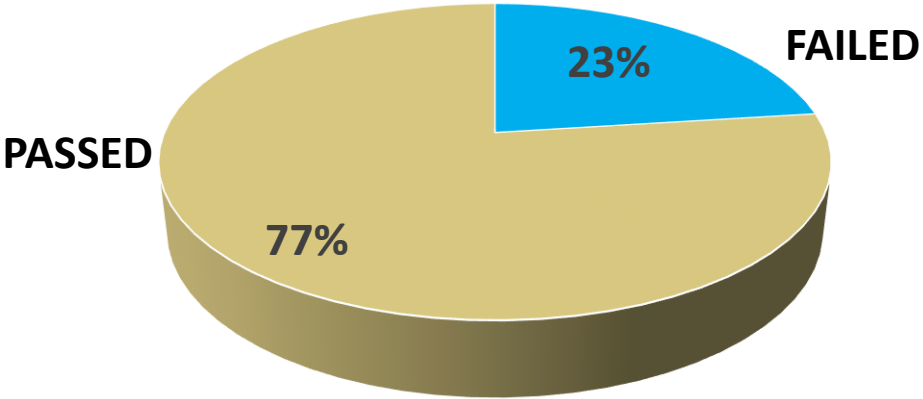
# Utah Basic Skills Competency Test (UBSCT) (2006-2013)

- UBSCT was mandated by H.B. 33 (1999), H.B. 177 (2000).
- It was a criterion-referenced test (CRT) that measures the Utah Basic Skills Framework.
- Multiple Choice Questions were written by Utah teachers.
- It was comprised of three subtests, each requiring about 90 minutes to complete.
  - Reading
    - measuring reading comprehension from functional, informational and literary text
  - Writing
    - measuring revision and editing skills
    - 45 minute direct writing task
  - Math
    - measuring core skills with and without a calculator

# Utah Basic Skills Competency Test *(cont'd)*

- The test was administered first in the Spring of 10<sup>th</sup> Grade year; It was also administered in October and February of the Junior and Senior years for a total of five administrations to a cohort of students.
- Once a section was passed, a student did not need to retake that section.
- Students had to pass all three sections to earn a Basic High School Diploma.
- Results were returned as scale scores ranging from 101-199 with scores of 160 considered passing/proficient.
- First administered to sophomores in 2004, however 5 administrations were required (2006) until it affected graduating seniors.

CLASS OF 2010 PERCENT PASSING  
AFTER THREE ATTEMPTS



# ACT (2009 Optional 11<sup>th</sup> > 2012 All 11<sup>th</sup>)

- The ACT was originally an abbreviation for American College Testing. It was first administered in 1959.
- ACT measures high school students' general educational development and their capability to complete college-level work with the multiple choice tests. ACT is not tied to any one set of standards.
- ACT, GPA, extracurricular activities, class rank, and letters of recommendation used to make college admission and merit scholarship decisions.
  - Utah Senate Bill 175 (2013)

- Scaled Scores on the four required subjects range from **1 to 36**.
- A **Composite** score is calculated by summing the scores from the 4 required subjects and dividing by 4.
- **Utah is 1 of 12** states that administers the ACT to all students and does so during their Junior year.

# ACT Subject Areas

- The **English** section:
  - **75** multiple choice questions on usage and mechanics; **45** minutes to complete
- The **Math** section:
  - **60** multiple choice questions on pre-algebra, algebra, geometry, and trigonometry; **60** minutes to complete
- The **Reading** section:
  - **40** multiple choice questions which assess comprehension; **45** minutes to complete
- The **Science** section:
  - **40** questions requiring reasoning, interpretation, problem solving, or evaluation; **35** minutes to complete
- The *Optional Writing* section requires students to write an essay in response to a prompt.

# ACT and College Readiness Benchmarks

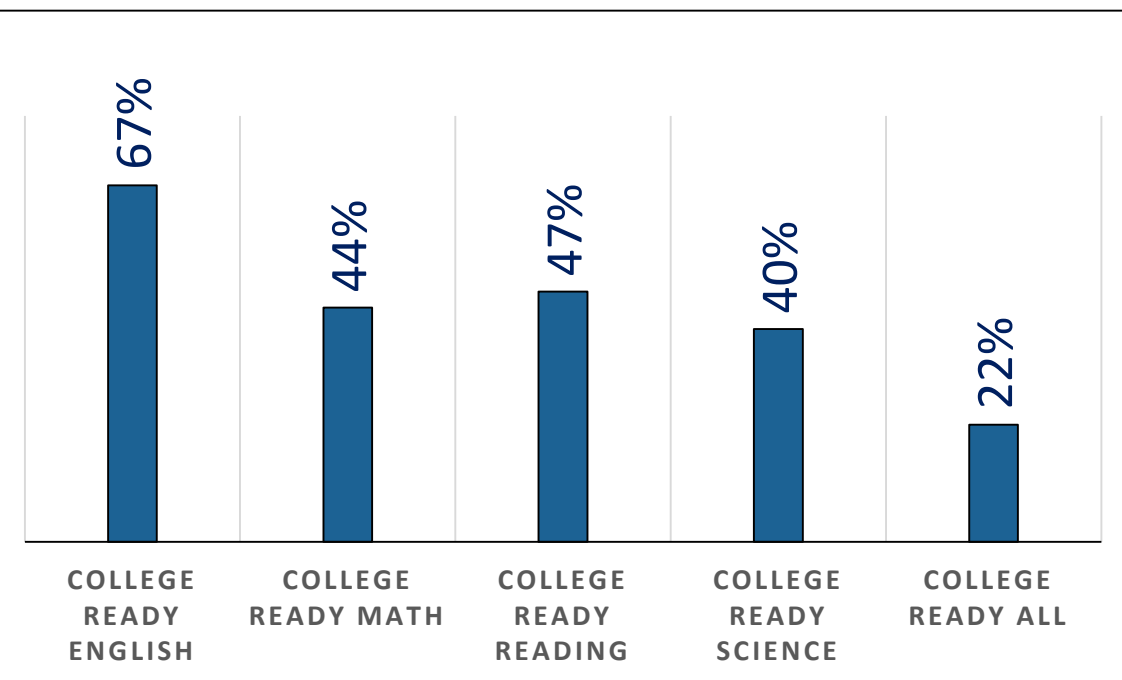
College Course	ACT Subject Area Test	ACT Benchmark Score
English Composition	English	18
College Algebra	Mathematics	22
Social Studies	Reading	22
Biology	Science	23

“The Benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English composition, college Algebra, introductory Social Science courses, and Biology. Based on a sample of 214 institutions and more than 230,000 students from across the United States, the Benchmarks are median course placement values for these institutions and as such represent a *typical* set of expectations.”

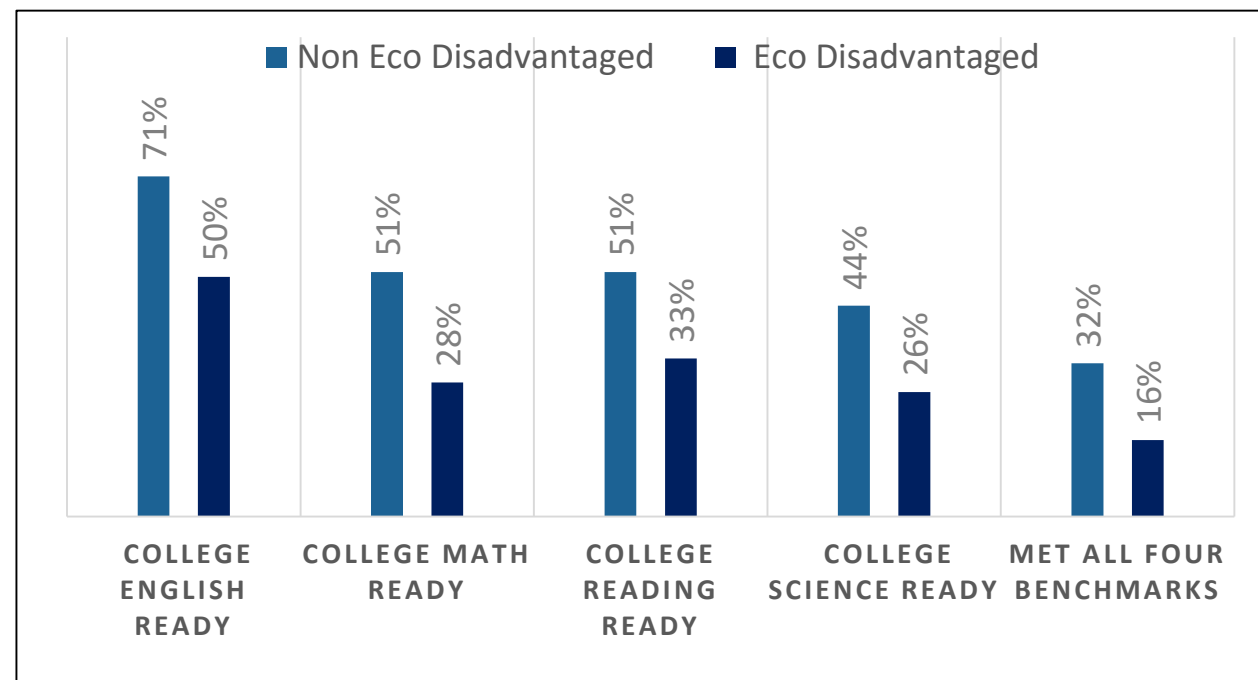
<http://www.act.org/solutions/college-career-readiness/college-readiness-benchmarks/>

# ACT Sample Results Utah: Class of 2014

CLASS OF 2014

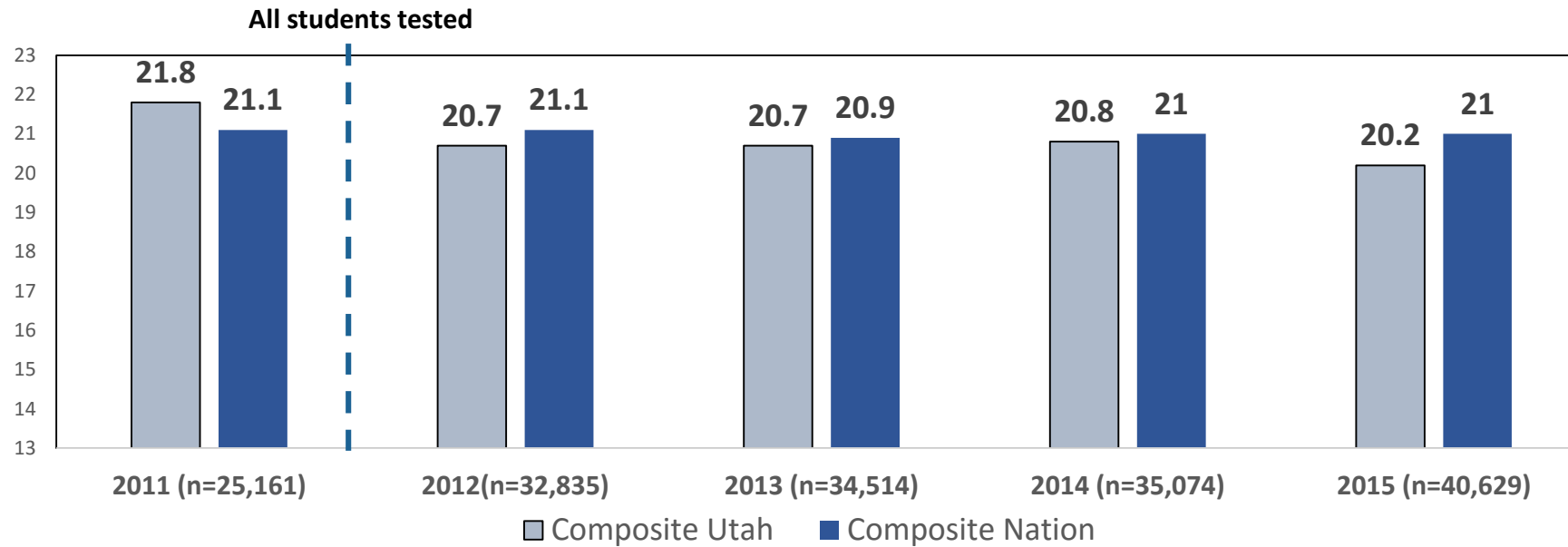


CLASS OF 2014 BY ECONOMIC STATUS



# ACT Sample Results: Classes of 2011-2015

## Composite Average Utah and Nation



ACT	Composite		English		Mathematics		Reading		Science	
Year	Utah	Nation	Utah	Nation	Utah	Nation	Utah	Nation	Utah	Nation
2011 (n=25,161)	21.8	21.1	21.4	20.6	21.2	21.1	22.3	21.3	21.8	21.1
2012(n=32,835)	20.7	21.1	20	20.5	20.3	21.1	21.3	21.3	20.7	21.1
2013 (n=34,514)	20.7	20.9	19.9	20.2	20.2	20.9	21.3	21.1	20.7	20.9
2014 (n=35,074)	20.8	21	20	20.3	20.3	20.9	21.3	21.3	20.8	21
2015 (n=40,629)	20.2	21	19.4	20.4	19.8	20.8	20.9	21.4	20.2	21

# ACT Explore (Optional 2010-2015)

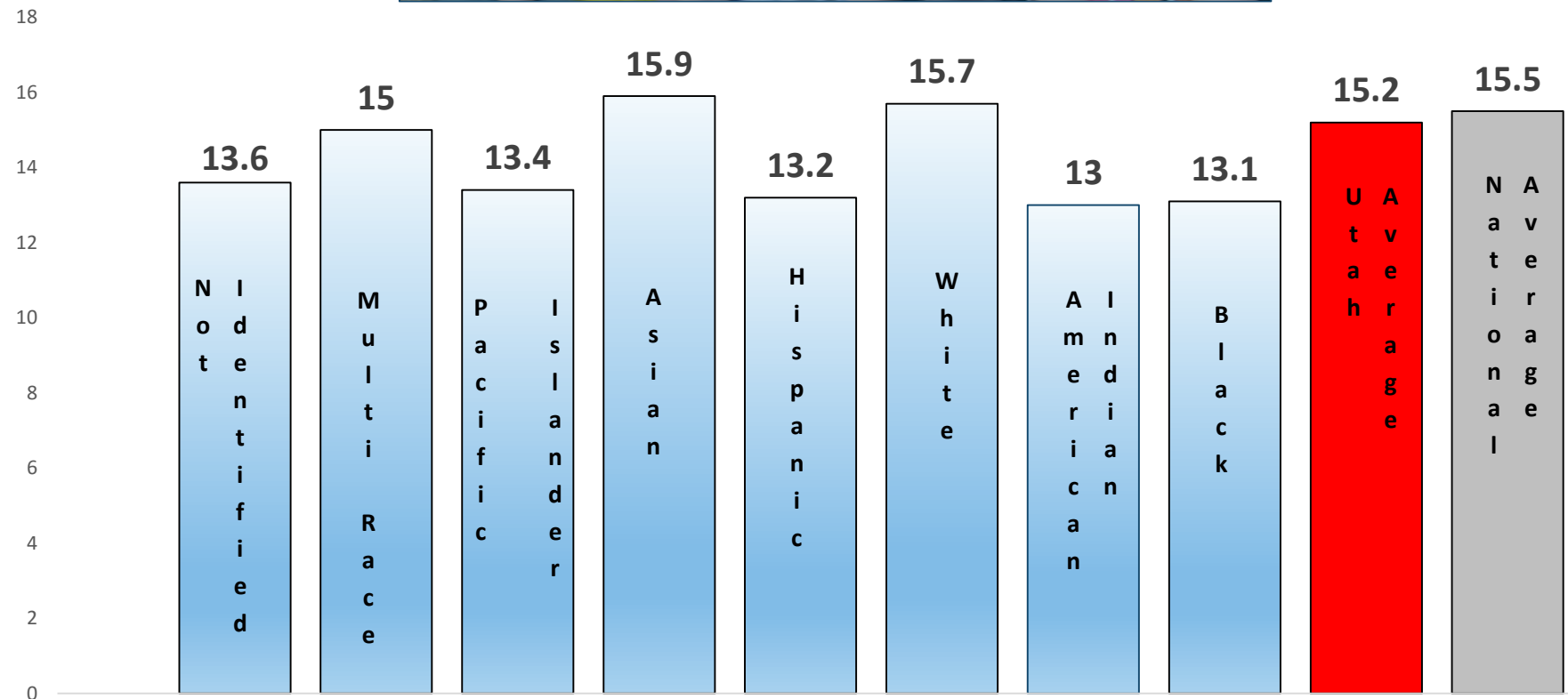
- The ACT Explore (optional) by LEA for 8<sup>th</sup> or 9<sup>th</sup> graders from 2010 to 2015.
- “EXPLORE<sup>®</sup> contained four curriculum-based assessments: English, Mathematics, Reading, and Science. The assessment was based on the major areas of high school and postsecondary instructional programs and **measured the skills and knowledge needed for college success**. Additionally, EXPLORE included a **career exploration** component that stimulated students' thinking about future plans and related personal characteristics to career options.” (ACT website)
- Scores ranged from 1 to 25 in the four subject areas assessed.
- ACT stopped supporting EXPLORE after the 2014-15 school year.



# **ACT EXPLORE 8<sup>th</sup> Grade 2014 Results Average Composite Score (n=25,274)**



ACT EXPLORE 8th GRADE 2014
Total number tested 25, 274
Not Identified (n=139)
Multi Race (n=217)
Pacific Islander (n=437)
Asian (n=483)
Hispanic (n=4,372)
White (n=16,198)
Am Indian (n=279)
Black(n=367)
All Students (n=25,274)



# ACT Plan (Optional 2010-2015)

- The ACT Plan (optional) by LEA for 10<sup>th</sup> graders from 2010 to 2015.
- PLAN enabled teachers and counselors to take a close look at students' skills and knowledge and design a college readiness plan to meet the needs of each student and helped educators identify gaps in the curriculum and assists with designing more rigorous courses. When used with ACT Explore®, it provided longitudinal data that helped chart student growth and identify gaps in teaching and learning and offered important feedback for planning and allocating guidance resources.
- Scores ranged from 1 to 32 in the four subject areas assessed.
- ACT stopped supporting PLAN after the 2014-15 school year.



# ACT PLAN 10<sup>th</sup> Grade

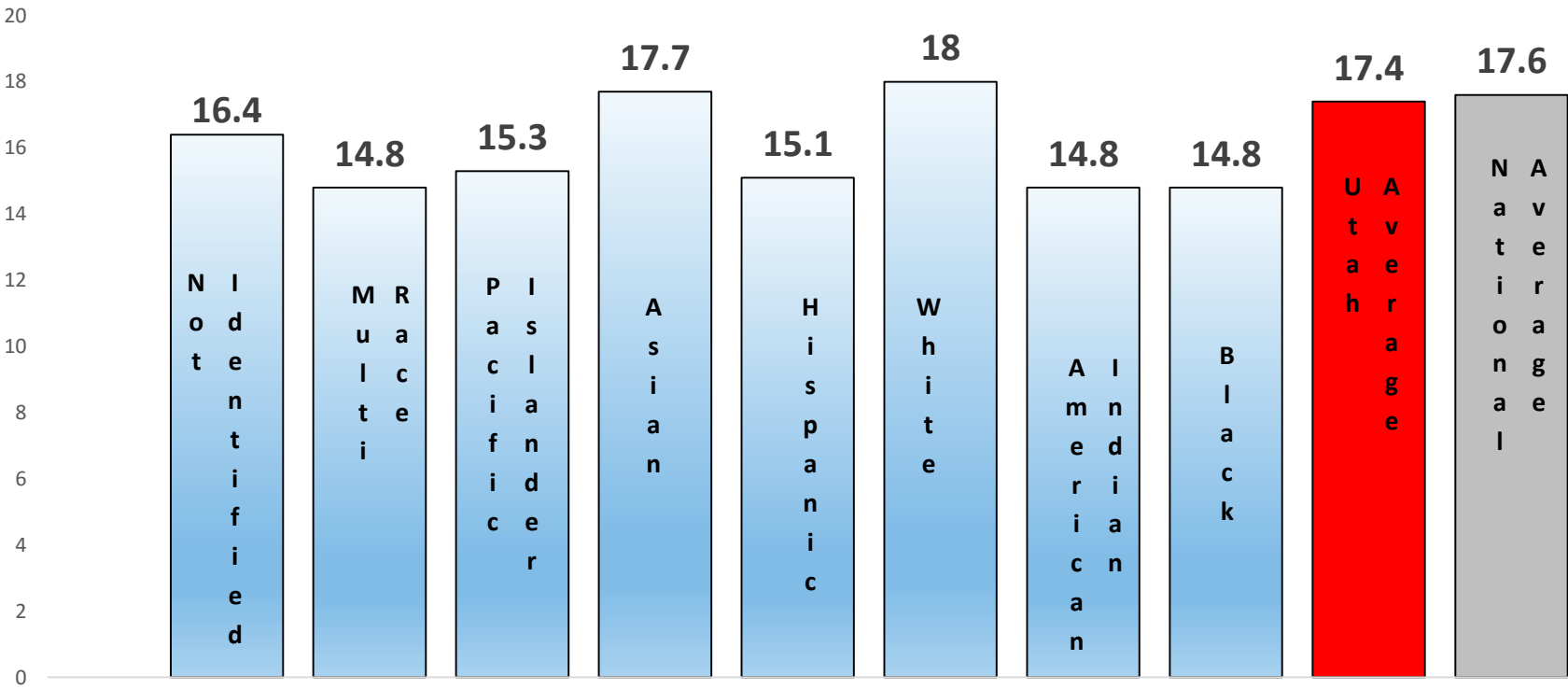
## 2014 Results

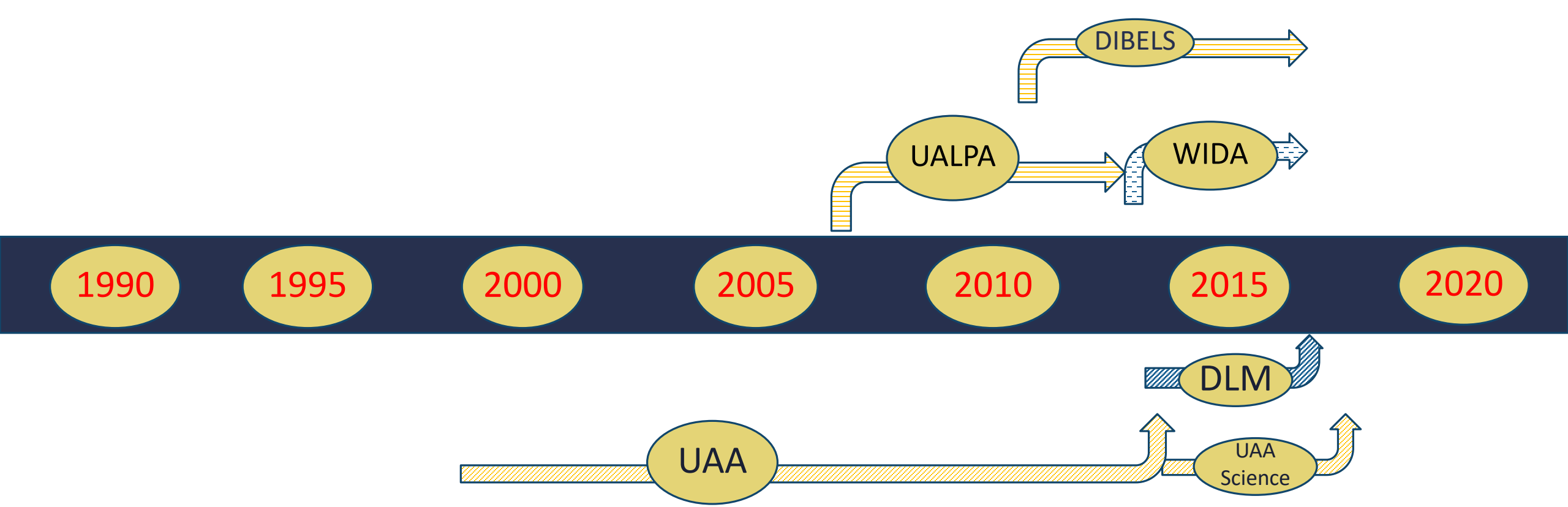
### Average Composite Score

(n=32,219)



ACT PLAN 10th GRADE 2014
Total number tested 32,219
Not Identified (n=321)
Multi Race (n=542)
Pacific Islander (n=544)
Asian (n=701)
Hispanic (n=5,460)
White (n=23,956)
Am Indian (n=398)
Black(n=474)
All Students (n=27,219)
National Average





# Targeted Population Assessments

- |     |                             |        |  |
|-----|-----------------------------|--------|--|
| UAA | Utah's Alternate Assessment | UALPA  | Utah's Academic Language Proficiency Test                                    |
| DLM | Dynamic Learning Maps       | WIDA   | World-Class Instructional Design and Assessment, Access for English Learners |
|     |                             | DIBELS | Dynamic Indicators of Basic Early Literacy                                   |

# Targeted Population Assessments

<i>Targeted Population Assessments</i>	<i>Grade level Population</i>	<i>Subject Area</i>	<i>First Year Administered</i>	<i>Last Year Administered</i>
UAA	3-11, 1% SPED	ELA, Math, Science	1999	2013
UAA Science	4-11	Science	2014	2016
DLM	3-11, 1% SPED	ELA, Math	2014	2016
UALPA	ELL students	Listening, Speaking, Writing	2006	2013
WIDA	ELL students	Listening, Speaking, Writing	2014	2016
K-3 Reading	3 (CRT ELA)	ELA, Reading	2005	2011
K-3 Reading	1-3 (DIBELS)	Early Literacy	2011	2016

▪ Federal 34 CFR 200.6(a)(2) UAA/DLM

▪ Federal ESEA Title III WIDA

▪ Federal ESEA Title III WIDA

# DIBELS Next Assessment

- DIBELS is comprised of six one minute measures that function as indicators of the essential skills that every child must master to become a proficient reader:
  - phonemic awareness;
  - alphabetic principle;
  - accuracy and fluency with connected text;
  - reading comprehension; and
  - vocabulary.
- DIBELS also has a Composite Score that may be categorized as:
  - At or above benchmark,
  - below benchmark (strategic), or
  - well below benchmark (intensive).
    - *Students with scores at or above benchmark are deemed to be reading at or above grade level, while students scoring below and well below benchmark are considered reading below grade level.*

# DIBELS

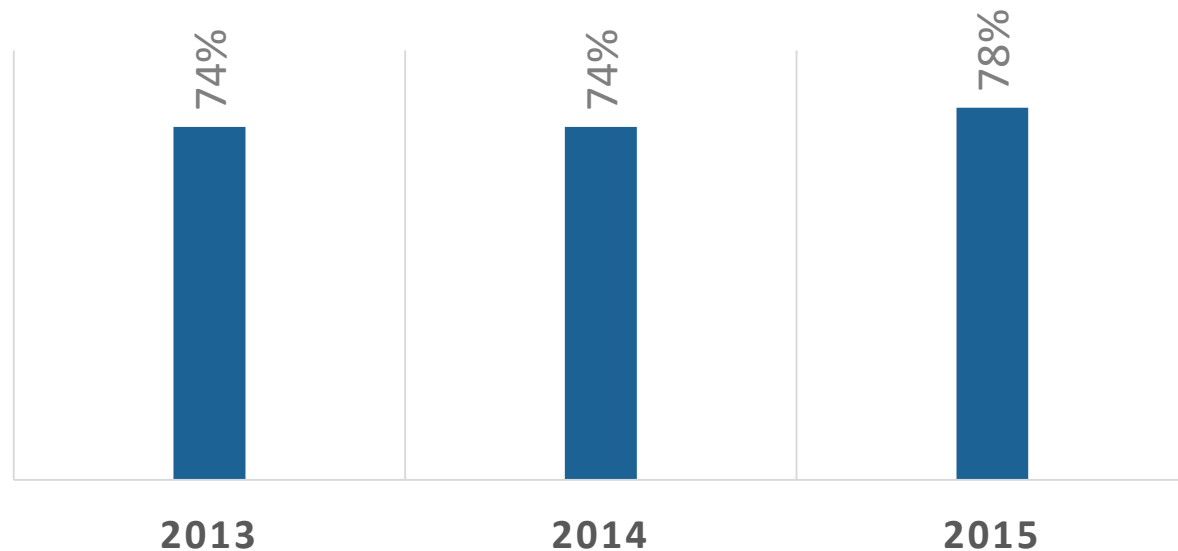
## PURPOSE OF DIBELS

- ✓ To identify students who may be at risk for reading difficulties (universal screening);
- ✓ To help teachers identify areas to target instructional support;
- ✓ To monitor at-risk students while they receive additional, targeted instruction; and
- ✓ To examine the effectiveness of your school's system of instructional supports.

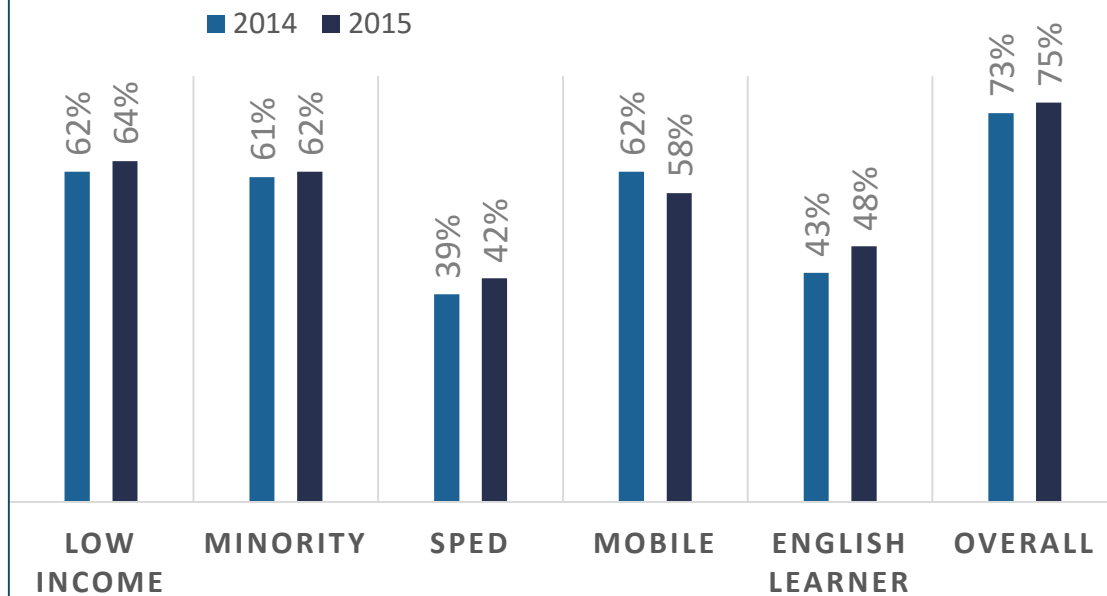


# Sample DIBELS Results

PERCENT OF ALL 3RD GRADERS READING ON  
GRADE LEVEL (MEETING COMPETENCY)



PERCENT OF STUDENTS  
MEETING COMPETENCY  
BY DEMOGRAPHIC (GR. 1-3)



# The History of Accountability in Utah 2001-2016



School Federal  
Accountability Report  
(SFAR)

Utah Comprehensive  
Accountability System  
(UCAS)

Utah Performance Assessment  
System for Students  
(U-PASS)

PACE

No Child Left Behind  
(NCLB)



Grading Utah Schools  
(GUS)



1990

1995

2000

2005

2010

2015

2020

## Accountability in Utah

- ✓ **1990**-School Performance Reports
- ✓ **1999**-Task force on Standards and Accountability
- ✓ **2000** -U-PASS Utah Performance Assessment System for Students enacted
- ✓ **2011**-UCAS Utah Comprehensive Accountability System
- ✓ **2012**-GUS Grading Utah Schools
- ✓ **2013**-PACE

# I. No Child Left Behind (2002) Utah's Adequate Yearly Progress (AYP) Plan

For Language Arts and Mathematics separately, criteria were determined for

---

- Districts
- School as a whole
- Student subgroups
  - Race/Ethnicity
  - Economically Disadvantaged Students (Free or Reduced Lunch)
  - Students with Disabilities
  - Students with Limited English proficiency

95% Participation in Testing

Academic Achievement:

- Meet or exceed status bar
- Demonstrate improvement from previous year(s) – *safe harbor* provision

Additional Indicator:

- Elementary/Middle – Attendance
- High School – Cohort Graduation Rate



# Federal Adequate Yearly Progress (AYP) Summary Report<sup>1</sup> 2005 06 School Year

<b>School</b>		
Name :	USOE	
Number :	099	Grade Span: 10-12
District	USOE	
<b>Did State make AYP?</b>		<b>No</b>



2006 - 4

Group	Language Arts (GOAL <sup>3</sup> = 70%)							Mathematics (GOAL <sup>3</sup> = 47%)							Attendance Rate %	Graduation Rate %
	Participation		2006 Test Scores		2005 Test Scores		Group OK?	Participation		2006 Test Scores		2005 Test Scores		Group OK?		
	N	%	N	%	N	%		N	%	N	%	N	%			
Whole State	36205	98	34253	80	33142	79	Yes	24088	97	22066	49	21565	48	Yes	96	
Asian	629	99	593	81	569	83	Yes	357	97	320	43	311	48	Yes*	97	
African American	403	99	349	55	300	54	Yes*	401	95	326	28	296	29	No	95	
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Caucasian	30120	99	28883	84	28239	83	Yes	18420	98	17209	54	16912	53	Yes	97	
Hispanic	3837	96	3355	53	3013	51	No	3773	95	3216	31	3060	29	No	92	
Pacific Islander	525	96	470	61	405	63	No	486	95	428	35	400	37	No	96	
Economically Disadvantaged	9821	97	9010	66	9167	63	Yes*	8292	96	7446	42	7761	40	No	94	
Limited English Proficient	2741	96	2456	46	2202	43	No	2908	95	2521	26	2458	26	No	93	
Students with Disabilities	3327	97	3066	35	2982	33	No	3062	98	2846	38	2525	41	No	93	

	Grade Span	Language Arts	Mathematics
	3-8	No	No
Did the State and every group make AYP in the content area?	10-12	No	No
Did the State make AYP? No		Language Arts	Mathematics
Is the State in Program Improvement? No <sup>4</sup>			
Year in Program Improvement			

<sup>1</sup> To determine Adequate Yearly Progress (AYP) as required by the U.S. No Child Left Behind Act of 2001 (Pub. L. 107-110, NCLB)

<sup>2</sup> Grad Rate is used as the additional indicator for High Schools/Whole School Group. For the remaining subgroups, attendance is the additional indicator. Attendance rate is the additional indicator for all other schools and all groups.

<sup>3</sup> GOAL = The percent of students who need to score at the proficient level which is defined as reaching level 3 or level 4 on the Core CRT Assessment.

<sup>4</sup> If Yes - refer to <http://www.schools.utah.gov/Eval/Results.asp> for details

## KEY

Yes	Group meets the requirement
No	Group does not meet the requirement
Yes*	Group within width of confidence interval of meeting requirement
NA	Group too small to be required to meet standard
Shaded Cell	Group not required to meet this requirement

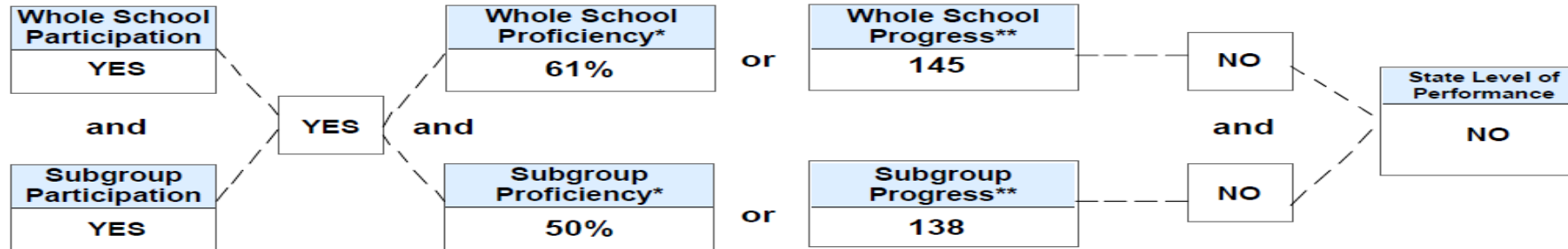
## II. Utah Performance Assessment System for Students (U-PASS)

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- ➔ A system of statewide tests and reports designed to increase learning and accountability in Utah's schools
- ➔ Provide the public, legislature, USBE, districts, schools, and teachers evaluative information regarding students' levels of proficiency
- ➔ Recognize excellence
- ➔ Identify the need for additional resources to assure educational opportunities for all students and to improve programs



**U-PASS Accountability System  
2009 School Report  
HIGH  
DISTRICT**



Proficiency	
<b>LANGUAGE ARTS</b>	
Percent Proficient	73%
<b>MATH</b>	
Percent Proficient	19%
<b>SCIENCE</b>	
Percent Proficient	50%
<b>ATTENDANCE</b>	
Percent Proficient	85%
<b>GRADUATION</b>	
Percent Proficient	81.4%

Progress	
<b>LANGUAGE ARTS</b>	
Progress Score	181
<b>MATH</b>	
Progress Score	46
<b>SCIENCE</b>	
Progress Score	152
<b>ATTENDANCE</b>	
Progress Score	178
<b>UBSCT</b>	
Progress Score	206

In order to achieve the State Level of Performance a school must have 95% participation, and either proficiency or progress in the Whole School and the Subgroup.

\*Overall proficiency:  
Acceptable range is 80% and higher.  
\*\*Overall Progress:  
Acceptable range is 190 and higher.  
Participation:  
Acceptable range is 95% and higher.

Individual Subgroups	Proficiency	Progress
African American	no	no
American Indian	no	no
Asian	yes	yes
Caucasian	yes	no
Hispanic	no	no
Pacific Islander	no	no
Economically Disadvantaged	no	no
Limited English Proficiency	no	no
Students with Disabilities	no	yes

# NCLB vs. U-PASS

- ❖ NCLB was a Conjunctive model and U-PASS was a Compensatory one.
  - Under NCLB, schools were held accountable for all subgroups individually and did not make AYP for a subject if any subgroup did not meet its goal.
  - Under U-PASS, all students with any number of characteristics that would place them into a subgroup were combined into one large group and counted once in that subgroup regardless of the number of different subgroups they would have counted in under NCLB.
- ❖ U-PASS utilized more valid measures of individual student growth.

# III. Utah Comprehensive Accountability System (UCAS)

- Replaced U-PASS and NCLB and began in the 2011-12 School Year.
- State statute [53A-1-1101-1113](#) passed in March 2011 and charged USBE to develop a single comprehensive accountability system (CAS).
- UCAS was made possible through agreement with the Utah Legislature and Governor's Office for replacing U-PASS scoring methods and from the U.S. Department of Education which waived requirements for AYP based on UCAS reports.
- The USOE assembled a committee of policy makers, education leaders, and stakeholders from across the state.

# UCAS Purpose

- Promote progress toward and achievement of college and career readiness
- Value both meeting standards (proficiency) and improving academic achievement (growth)
- All schools, including those that serve traditionally low performing students, should have an opportunity to demonstrate success
- Strong incentives for schools to improve achievement for the lowest performing students
- Growth expectations for non-proficient students should be linked to attaining proficiency
- Growth expectations for all students, including students above proficiency, should be appropriately challenging and meaningful
- Clear and understandable to stakeholders

## IV. PACE

- Governor Herbert's integrated 10-year plan for education and economic development.
- The plan leads us to achieving our state goal that 66% of all working-age Utahns will hold a post-secondary degree or certificate by 2020.
- Utah's new School Report card

P - Prepare Young Learners

A - Access for All Students

C - Complete Certificates and Degrees

E - Economic Success



### GOVERNOR'S EDUCATION PLAN

**On  
PACE**

**to 66% by 2020**

Governor Herbert has an integrated 10-year plan for education and economic development. The plan leads us to achieving our state goal that 66% of all working-age Utahns will hold a post-secondary degree or certificate by 2020.

Utah is on PACE to achieve that goal . . .

P

Prepare  
Young  
Learners

A

Access for  
All Students

C

Complete  
Certificates  
and  
Degrees

E

Economic  
Success

# PACE: Metrics for Success

---

## Prepare

90% proficiency in 3rd, 6th, and 8th grade reading

90% proficiency in 3rd, 6th, and 8th grade math

100% of high school students taking the ACT

## Access

90% high school graduation rate

80% of high school students pursuing postsecondary credit

Eliminate waiting lists or “soft caps” in required post-secondary courses

# V. School Federal Accountability Report (SFAR)

- SFAR calculations are conducted identically to the methods used in UCAS, which were described earlier in this presentation in this presentation.
- The name was changed from UCAS to SFAR in 2013. SFAR is current accountability model in Utah and meets federal expectations.
- 95% test participation rate is required. For SFAR/PACE, parental exclusion/opt out counts against the participation rate.

# VI. Grading Utah Schools (GUS)

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- Utah's School Grading accountability system was designed to establish a clear and easily understandable evaluation of Utah schools by giving each school a grade of A, B, C, D or F.
- The Utah State Office of Education's State Board adopted policies in *Promises to Keep*, which includes the 4th Promise: Requiring effective assessment to inform high quality instruction and accountability.
- School grades are determined by how many points a school obtains from indicators on *countable test participants* who took *viable tests*. A total of 600 points are possible for elementary, middle, and junior high schools (schools that do not have a 12th grade; and 900 points for high schools. High Schools have more points possible because they have the additional College and Career Readiness (CCR) points. .

# SCHOOL (SALT LAKE DISTRICT)

Elementary Grade: C

Points: 284/600

47 %

All Students Participation Rate: 100 % \*

Below Proficient Participation Rate: 100 % \*

Proficiency

Total: 80/300

Language Arts	27/100
Mathematics	32/100
Science	21/100

Growth

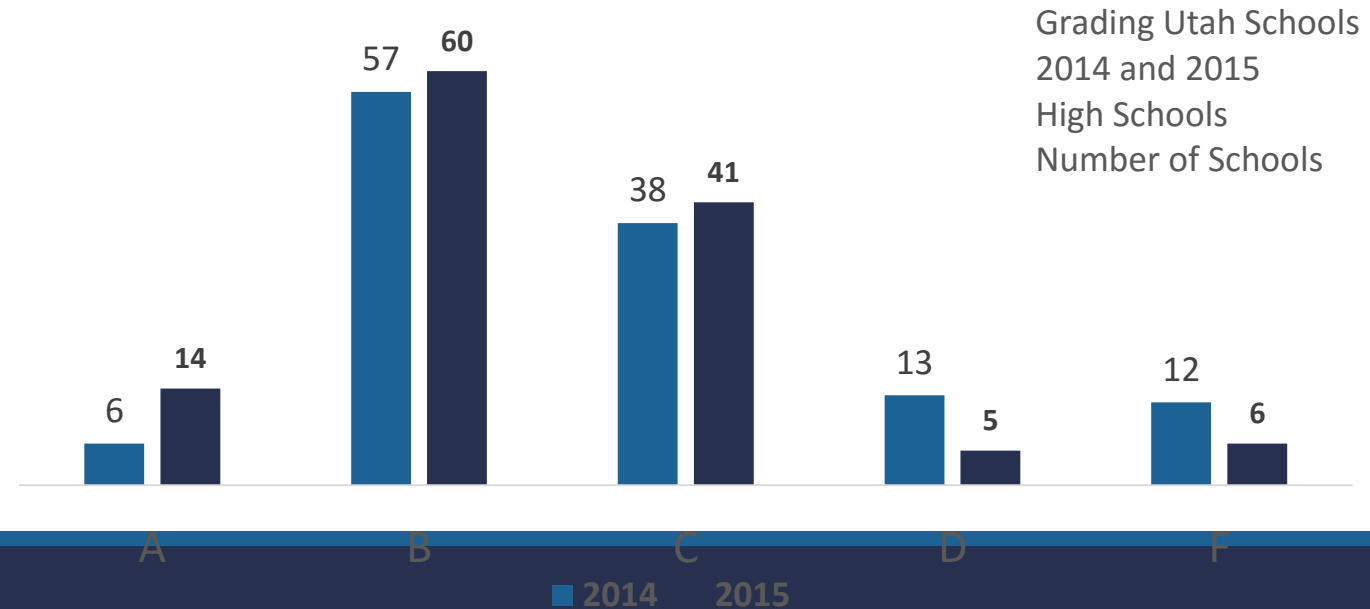
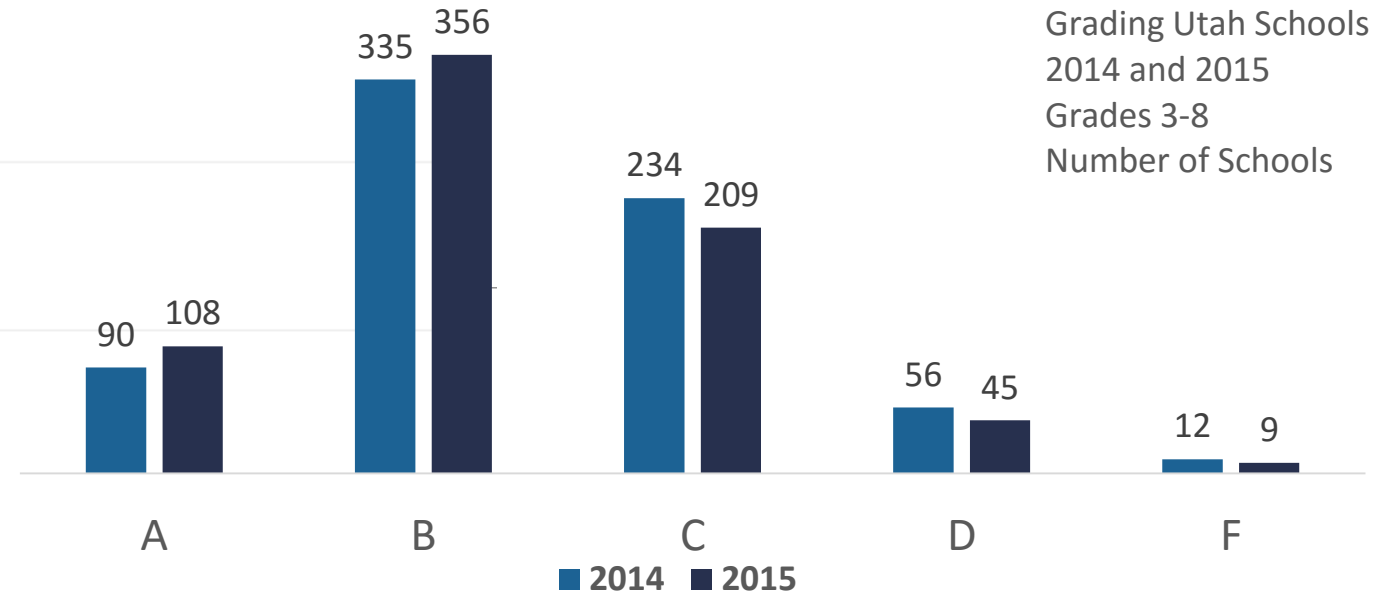
Total: 204/300

All Students

Language Arts	33/50
Mathematics	37/50
Science	30/50

Below Proficient

Language Arts	33/50
Mathematics	40/50
Science	31/50







A partnership between USBE, Districts, Schools, and Education Direction to foster Collaborative School improvement among districts and schools in Utah

2015 HB 002 *Intent* The legislature intends that the State Board of Education use any non lapsing balances generated from the licensing of Student Assessment of Growth and Excellence(SAGE) questions to other states to develop additional assessment questions and provide professional learning for Utah Educators. (line324-327).



A partnership between USBE, Districts, Schools, and Education Direction to foster Collaborative School improvement among districts and schools in Utah

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# ASSESSMENT TO ACHIEVEMENT

## *Building Capacity for Effective Use of Assessment Data*

### FOCUSED LEADERSHIP

- ▶ State
- ▶ District
- ▶ School

### RELEVANT DATA

- ▶ Assessment
- ▶ Performance Indicators

### TARGETED PROFESSIONAL DEVELOPMENT

- ▶ Data Reflection
- ▶ Teacher collaboration
- ▶ Focused faculty meetings

### CONTINUOUS COLLABORATION

- ▶ Action Plans
- ▶ Monitoring Progress
- ▶ Increased Capacity

## GOALS

Build capacity in schools and districts to engage in creating a systemic culture of analyzing relevant data to inform decision making that supports the instruction needed to increase student learning and achievement.

## OBJECTIVES

EFFECTIVELY USE DATA FROM SAGE AND OTHER SOURCES

DRIVE ACHIEVEMENT WITH EVIDENCED-BASED INSTRUCTION

IMPROVE SCHOOL PERFORMANCE THROUGH COLLABORATION

# Assessment to Achievement Teams



Utah State  
Board of  
Education  
(USOE)



District  
Transformation  
Team (DTT)



School  
Transformation  
Team (STT)



Collaborative  
Teacher Teams  
(CTTs)



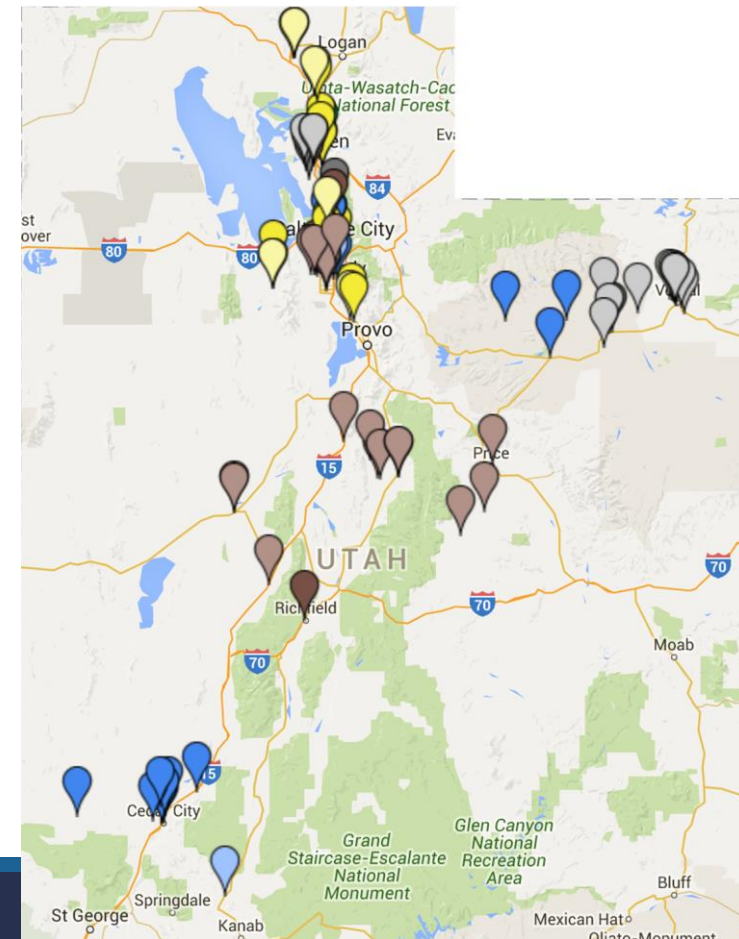
Ed Direction  
(Ed)

EDDIRECTION



Charter  
Leadership  
Team (CLT)

**Transformation Teams:** This project will empower teams of professionals at all levels to rethink and reshape what is happening in the classroom for the benefit of students.



## SPRING Data Reflection

- **2-4 hours** using immediate SAGE results

## Summer

- **3 full day session** for each school team

## School Year

- **4 full days** during the year for each school team
  - September
  - November
  - January
  - March

## District Professional Learning

- **4 Full days** during the year for each school team
  - May, September, December, April

## Site Visits

- **Three individualized site visits** to each school that will occur between PL sessions

### Cohort 1



45 Schools  
2015/16



11 Districts  
5 charters  
2015/16

### Cohort 2

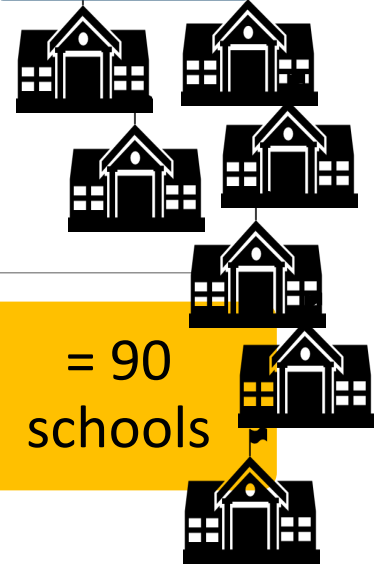


45 Schools  
2016/17



12 Districts  
3 Charters  
2016/17

### Total



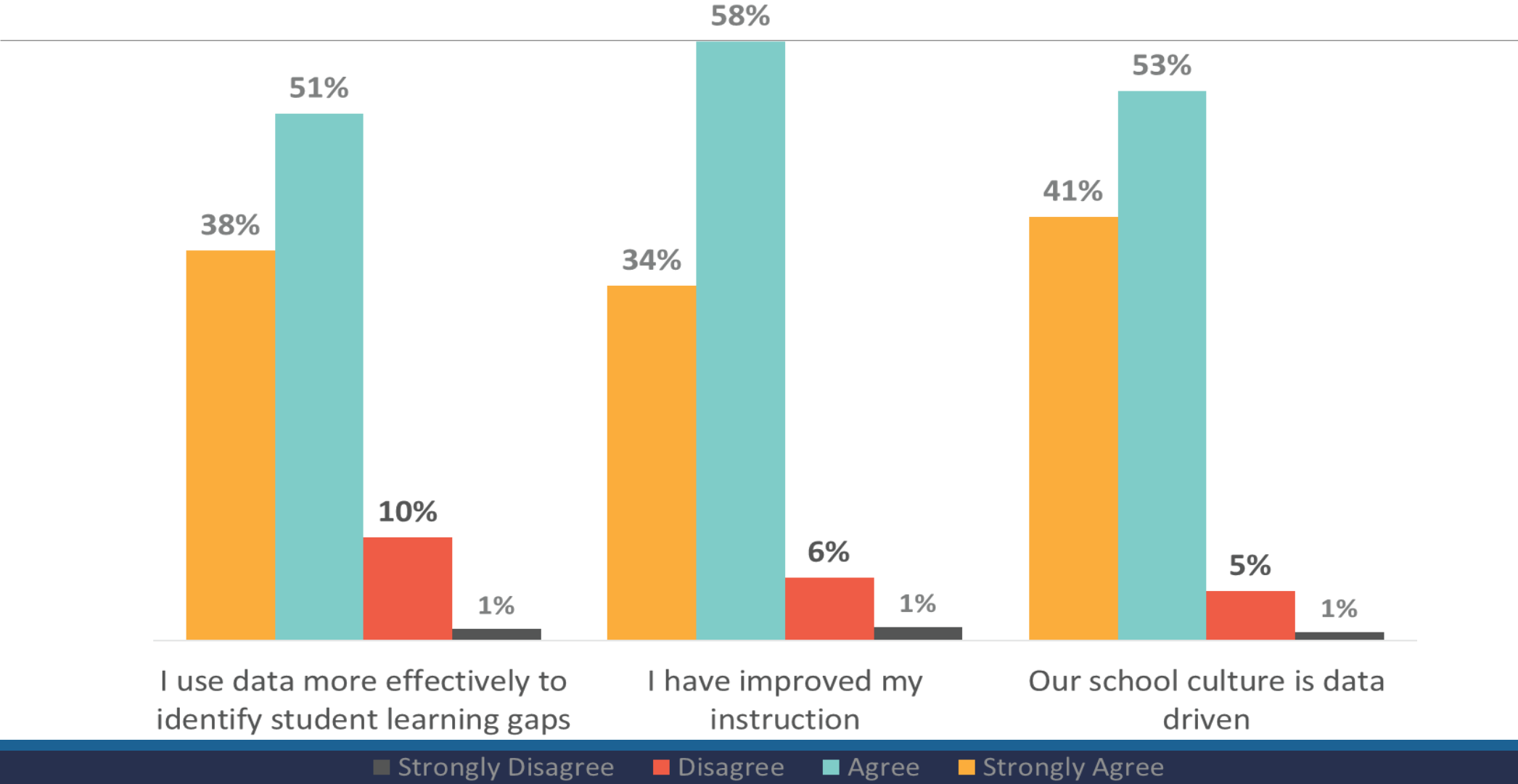
= 90  
schools



= 18 Districts  
8 charters

LOCAL, COST EFFECTIVE, MEANINGFUL

“As a result of the Assessment to Achievement...”



## Assessment to Achievement Video

<http://stream.schools.utah.gov/videoarchive/assessment/A2Ashort/index.html>

# Reflections from Participants



“This is one of the first times in a long time that I can remember a long-term approach to how we’re going to improve our school.” – Teacher



“The support that our school has received in just our first year of training and implementation is invaluable. It is the first training experience I have had that provides measureable impacts in every aspect of school management and culture. Administrators, teachers and paraprofessionals are all brought to the table through efficient highly structured systems to improve all meetings, as well as, collect powerful data and implement cooperative research based instruction building-wide.” – Principal



“This is one of the first times in a long time that I can remember a long-term approach to how we’re going to improve our school. The plan we’ve put in place with support from Ed Direction is a plan that our whole staff is working on. The tide has turned and we’re starting to see the impact of our schoolwide focus on improving teaching and learning.” – Teacher



ACCOUNTABILITY

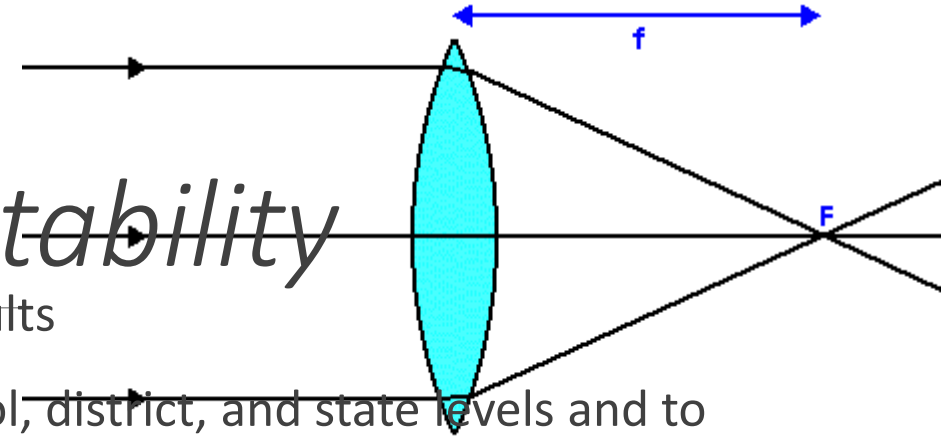
GOVERNMENT

ELECTED

PUBLIC STANDARDS ACCOUNT INDIVIDUALS RESPONSIBILITY ORGANIZATIONS MEMBERS FIELD BODIES HELD COUNTRY REPRESENTATIVES ORGANIZATION ADDITIONALLY UNFAIRLY APPOINTED VOICES ETHICS MOREOVER WAY CIVIL OBLIGATION ROLE SYMBOLIC INITIATIVES GROUPS DISCUSSIONS SERVANTS TAKE POLITICIANS LIABILITY ROLES DECIDE REMOVE VOTERS DECISIONS POLITICAL INTERNAL RESULTS POWER RELATED ALSO SOCIAL INDIVIDUAL ANSWERABILITY ECOLOGIC NONPROFIT THOMPSON DILEMMA USUALLY MAY KNOWN LEGISLATIVE ECONOMIC OUTSIDE CITIZENS CREATES AGENCIES PARTICULAR GOVERNANCE CONSEQUENCES INCLUDE RECALL STATES POLICIES CORPORATE DIFFICULT SUSTAINABLE ANSWERABLE WAYS EMPOWER EITHER GROUP HED COUNTRY REPRESENTATIVES ORGANIZATION ADDITIONALLY UNFAIRLY APPOINTED VOICES ETHICS MOREOVER WAY CIVIL OBLIGATION ROLE SYMBOLIC INITIATIVES GROUPS DISCUSSIONS SERVANTS TAKE POLITICIANS LIABILITY ROLES DECIDE REMOVE VOTERS DECISIONS POLITICAL INTERNAL RESULTS POWER RELATED ALSO SOCIAL INDIVIDUAL ANSWERABILITY ECOLOGIC NONPROFIT THOMPSON DILEMMA USUALLY MAY KNOWN LEGISLATIVE ECONOMIC OUTSIDE CITIZENS CREATES AGENCIES PARTICULAR GOVERNANCE CONSEQUENCES INCLUDE RECALL STATES POLICIES CORPORATE DIFFICULT SUSTAINABLE ANSWERABLE WAYS EMPOWER EITHER GROUP

# *Operational Lens of Accountability*

- To identify and promote improved educational practices and results
- To inform stakeholders of the condition of education at the school, district, and state levels and to identify areas in which improvement is needed and success is being achieved
- To obtain the support of all stakeholders in making the changes needed to enable all students to achieve at high levels
- To inform policy decisions and actions by officials at the local, and state levels, parents, students, members of the community, and other interested individuals to improve academic performance where needed and to reward it where appropriate



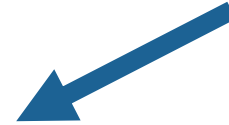
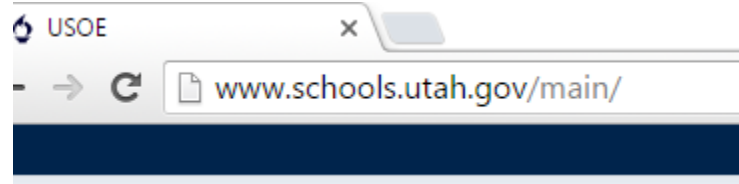
# Accountability Resources

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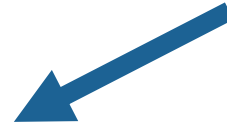
[Utah Data Gateway](#)

Changing the Conversation!





1



2

### Utah's Educational Data Gateway

A resource provided by USOE that allows the public and school personnel to access education-related data.

#### Assessment

[Compare Schools](#)

[SAGE](#)

[Student Growth](#)

#### Accountability

[PACE & School Federal Accountability Report \(SFAR\)](#)

[School Grading](#)

[State Accountability Results for All Schools](#)



3





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2006 - 4

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	N	%	N	%	N	%		N	%	N	%	N	%		%	%
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